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ABSTRACT

"Econ and Me" is a series of five 15-minute video programs developed for 7- to 10-year-old students, with accompanying programs for their teachers and related print material. Program 1, "Scarcity," and Program 2, "Opportunity Cost," were evaluated in a variety of classroom settings in the United States and Canada in February 1989. This report details the methodology and findings of this evaluation process. Both programs captured and maintained student attention. The character Econ was especially liked. Students performed satisfactorily on items assessing their comprehension of the major content points in Program 1. However, a need for an explanation of the term "economic problems" was uncovered; this will be included in the teacher's guide. Students did not perform satisfactorily on two key content items related to the concept of "opportunity cost" in Program 2. The initial animated segment in this video has been revised to improve content understanding. Fifteen appendices comprising the bulk of the report include statistical data, copies of the questionnaires used in the evaluation process, some teacher questionnaire comments, and a list of the cooperating agencies. (JB)

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Research Report

Number 106

An Evaluation of Programs 1 and 2 from *Econ and Me*

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Research Report #106

An Evaluation of Programs 1 and 2 from *Econ and Me*

March 1989
Agency for Instructional Technology

Evolving from a television library begun in 1962, the nonprofit American-Canadian Agency for Instructional Technology (AIT) was established in 1973 to strengthen education through technology. AIT pursues its mission through the development and distribution of video and computer programs and printed materials in association with state and provincial education agencies. In addition, AIT acquires, enhances, and distributes programs produced by others. AIT programs are used in schools throughout the United States and Canada. The agency is based in Bloomington, Indiana.

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Executive Summary

Program 1, "Scarcity," and Program 2, "Opportunity Cost," from ***Econ and Me*** were evaluated in a variety of classroom settings in the United States and Canada. The programs were also reviewed by several representatives from the Consortium and Centers/Councils for Economic Education. This report details the methodology and findings of this evaluation activity.

"Scarcity" captured and maintained students' attention. Almost all indicated that they liked the program and the characters in it, especially Econ, who serves as the major content link. More important, students performed satisfactorily on items assessing their comprehension of the major content points in the program. A single unsettling issue emerged from the evaluation with students; several were confused by the term "economic problems." The teacher's guide will contain an explanation of this term. The teacher and reviewer data for "Scarcity" reinforced the positive findings from the students.

Program 2, "Opportunity Cost," also captured and maintained students' attention. Almost all indicated that they liked the program and the characters. Again, Econ, the major content link, was appealing to the students. However, they did not perform satisfactorily on two key content items related to the concept of *opportunity cost*. Discussion comments further reinforced the finding that students were having a problem with the content. The teacher and reviewer data for "Opportunity Cost" reinforced the student findings, including the concerns about the initial animated segment. This animated segment, which introduces the concept of *opportunity cost*, has been revised to address these concerns.

Introduction

"I cry my guts out when I can't get everything I want."

(second-grade girl in Clayton County, Georgia)

Unfortunately, all too many early elementary students share this second grader's reaction to scarcity and other economic concepts. Therefore, the Agency for Instructional Technology (AIT), the Canadian Foundation for Economic Education (CFEE), the Joint Council on Economic Education (JCEE), and a consortium of nearly 30 state and provincial education agencies with significant foundation and corporate support, have joined together to develop a series of video-based materials for the early elementary grades.

Titled ***Econ and Me,*** the series will consist of five 15-minute video programs intended for seven- to ten-year-old students, two 20- to 30-minute programs for their teachers, and related print material.

The prospectus for the project was issued in July 1987; the final instructional design was issued in May 1988. Draft scripts for the initial two student programs and the initial teacher program along with the draft teacher guide material for these programs were developed during the summer of 1988. Consortium agency representatives were sent these materials in September 1988 for a thorough review. A series of conference calls with these consortium representatives was held in September 1988 to discuss their reactions to each of the scripts. Based on the findings from these calls, the scripts were revised and finalized before production began.

The initial two student programs, "Scarcity" and "Opportunity Cost," were evaluated in a number of classroom settings in January 1989. The programs and related print were also reviewed by a number of consortium representatives. This report details the methods for and findings of the classroom evaluation and includes the comments from the consortium reviewers.

Methodology

If these student video programs had been evaluated under the best possible conditions, the teacher would have viewed the teacher video, reviewed the teacher guide material, introduced each program, and followed up with activities from the guide. Unfortunately, several factors precluded such an approach. First, the teacher video was not completed at the time of the evaluation, and limited time made it impossible to send the guide to teachers in advance of the evaluation. Therefore, the programs had to be evaluated without teacher introduction or follow-up. On one hand, these conditions would probably be considered a worst case scenario. On the other hand, because the production of the video programs is the single most expensive component of the project, it is probably reasonable to expect that the programs alone should carry a considerable amount of the instructional burden.

Constrained by these unfortunate conditions, an evaluation was designed to address a number of important questions about each program. Do the programs capture and maintain students' attention? Do students and teachers like the programs? Do students and teachers like the characters, especially the "host" character Econ, in the programs? Do students understand the concepts presented in the programs? Do teachers see the material as appropriate for their students? Would teachers use the programs?

A combination of quantitative and qualitative methods was used to address these questions. Students were introduced to the evaluator and the task. To make them feel comfortable talking with the evaluator, they were asked about their favorite television programs; students in all classes were anxious to talk about their favorites ("Cosby," "Alf," and "My Two Dads" were among those most frequently mentioned). They were told that they were going to watch a program, answer some questions on a paper, and talk about the program with the evaluator. Students then viewed one of the programs. After viewing, students completed the questionnaires. The evaluator read aloud each of the questions to the students as they read and completed their answers.

Forty-three teachers also viewed the program and completed a questionnaire at the same time. After the questionnaires were completed, the evaluator led a classroom discussion. The purpose of the discussion was to determine students' memory of key events in the program, their understanding of those events, and their reactions to the program.

Two evaluators were present in each of eighteen classes in Indiana and Ohio. The evaluators implemented the AIT attention profile. Using this method, each evaluator picks a group of five students and notes how many from that group have their eyes on the screen at alternate 10-second intervals. The results are then used to produce a graph which depicts the percentage of students having eyes on the screen at discrete points in the program.

Program 2, "Opportunity Cost" presented some unique methodological problems. The characters and some of the content builds upon material that is presented in Program 1, "Scarcity." Ideally, all students would have seen the first program, completed some of the activities, and had some time to process the information. Unfortunately, time did not allow for such an approach in this evaluation. Therefore, students were shown the first five minutes of Program 1 to establish the characters and setting. The evaluator conducted a brief discussion of the segment and then showed students Program 2. This is an important methodological constraint that must be considered when interpreting the findings for Program 2.

Finally, at the same time that the programs were evaluated in classrooms, they were reviewed by representatives from the consortium and Centers/Councils for Economic Education.

Thus, there were multiple data sources for each program: students' questionnaire and discussion data, the AIT attention profile, teachers' questionnaire data and comments, and the reviews of the consortium and Centers/Councils. All of these data will be reported, starting with the classroom findings.

Sample

Program 1: 'Scarcity'

Program 1 was evaluated with a total of 540 students and 22 teachers. The sample included 13 schools in Yorktown, Indiana (a small town near Muncie); Brampton and Burlington, Ontario (suburbs of Toronto); Cincinnati, Ohio; and Clayton County, Georgia (a suburb of Atlanta). The schools and communities were extremely diverse; they included small town, suburban, and inner-city settings. The sample was fairly evenly divided among the geographic settings: Indiana (30%); Ontario (33%); Ohio (16%); and Georgia (22%).

The students were diverse as well. Table 1 depicts pertinent characteristics of the 540 students in the sample.

Table 1

Grade	Sex	Ethnic Background
second = 44% third = 38% fourth = 22%	Male = 54% Female = 46%	Minority = 78% White = 22%

According to teacher estimates, the sample included a range of student ability levels and socioeconomic backgrounds.

Program 2: 'Opportunity Cost'

Program 2 was evaluated with 420 students and 21 teachers. The cities and schools were the same as for Program 1, although the students and teachers were different. Thus, the communities and schools included were quite diverse. The sample for Program 2 was fairly evenly divided among the locations: Indiana (30%); Ontario (15%); Ohio (27%); Georgia (28%).

Again, the students were diverse as well. Table 2 depicts pertinent characteristics of the 420 students in the sample for Program 2.

Table 2

Grade	Sex	Ethnic Background
second = 29% third = 49% fourth = 21% fifth = 9%	Male = 48% Female = 52%	Minority = 23% White = 77%

According to teacher estimates, the sample included a range of ability levels and socioeconomic backgrounds.

Overall

Thus, a total of 960 students and 43 teachers were involved in the evaluation of Programs 1 and 2. The sample included a range of grade levels, schools, and communities. Was the sample adequate? No sample is perfect, but for the purposes of this formative evaluation, the breadth of this sample should provide sufficient reliability of the findings.

Findings for Program 1: 'Scarcity'

Student Findings

Attention/Appeal

Students were very attentive to the program. The AIT attention profile graph in Figure 1 (page 6) visually depicts this attentiveness throughout the various scenes of the program. As the attention profile shows, most of the students were attentive throughout the program, with over 90% of sampled students' eyes on the screen; there were several points in which 100% of sampled students were watching the screen. The only point at which attention dropped below 90% was at the conclusion of the montage that shows scenes of scarcity throughout the community. In general, the students were more attentive to the live-action and animated segments.

Consistent with the students' attention to the screen, the questionnaire data indicated that the program was appealing to the vast majority of students. Most (96%) indicated that they liked the program either "a lot" (70%) or "a little" (26%). (Appendix B contains the compiled student questionnaire for Program #1.) Chi square comparisons revealed highly statistically significant differences (p=.0001) in the appeal of the programs to different grade levels. (Appendix C contains the results by grade on all student questionnaire items).

These comparisons showed that, in general, the program was more appealing to second-grade students than to third-, fourth-, or fifth-grade students. There was a significant difference (p=.05) between sites. (Appendix D contains the results by site on all student questionnaire items) on the appeal item, with the program being somewhat more appealing in Cincinnati, Ohio, and Clayton County, Georgia. This is an interesting finding because these sites contained the largest concentrations of minority students. However, there were no significant differences between males and females (Appendix E contains the results by sex on all student questionnaire items) on the appeal item.(Note: unless there were statistically significant differences, the comparisons will not be mentioned in the body of the report.)

Most students (93%) indicated that they liked Econ, the man in the show, either "a lot" (63%) or "a little" (30%). Again, the comparisons by grade revealed a highly statistically significant difference (p=.0001). In general, Econ was more appealing to the second-grade students than to the third-, fourth-, or fifth-grade students. Also, there was a significant difference by sex on this item (p=.0001), with more males (68%) than females (59%)indicating that they liked Econ "a lot." This is probably predictable because Econ is a male. When asked about their reactions when Econ came out of the book, responses included "amazing," "magical," and "funny."

Most students (90%) indicated that they liked it when Econ drew pictures in the program either "a lot" (66%) or "a little" (24%). Again, the differences by grade were highly statistically significant (p=.0001) with more second-grade students (87%) than third- (60%), fourth- (59%), or fifth-grade students (46%) indicating that they liked this aspect of the program "a lot." One of the advantages of the drawing technique seemed to be that it encouraged participatory viewing; in most classes children said the answers out loud as Econ was drawing the pictures.

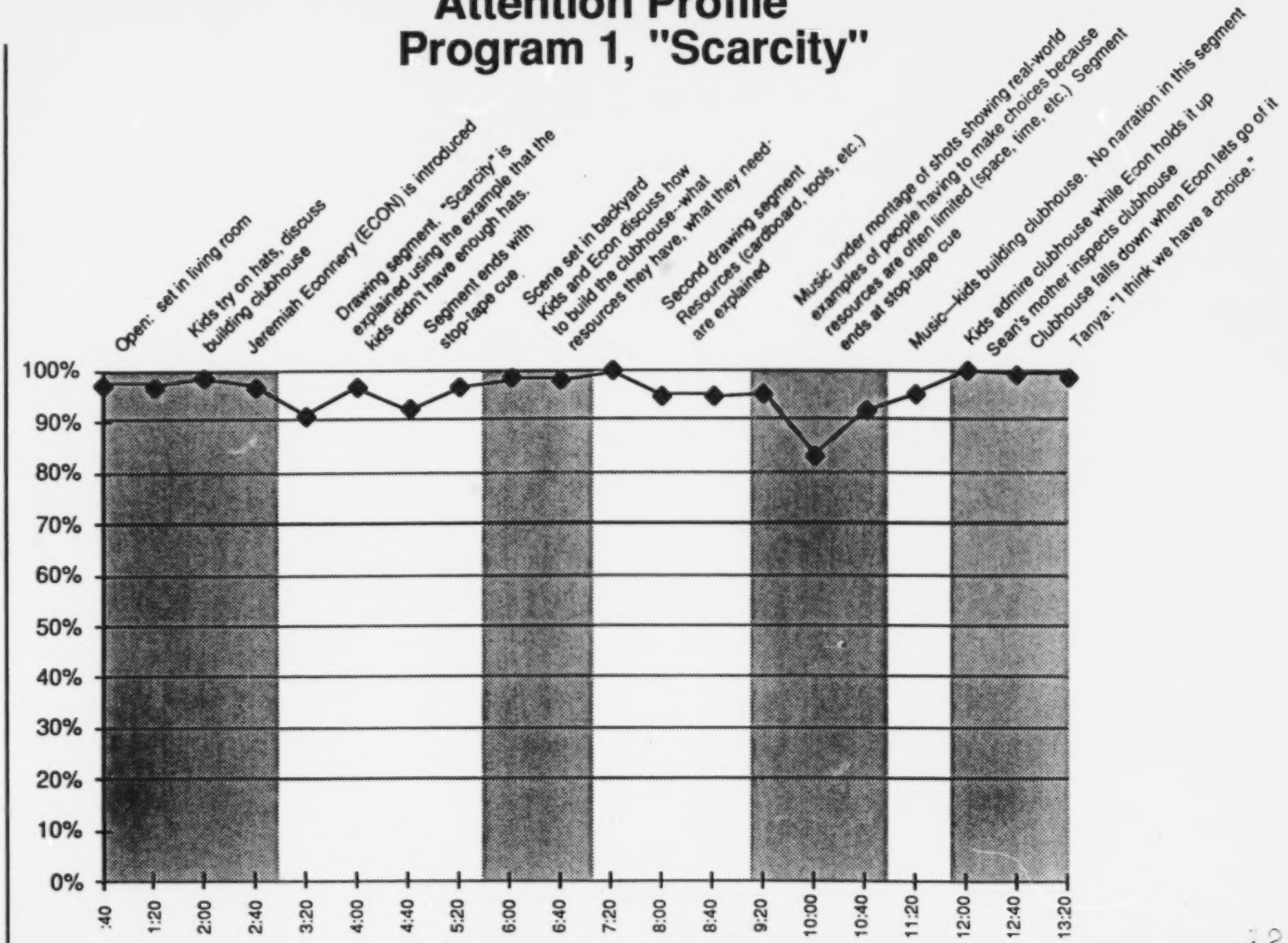
And how did students respond to the children in the program? Fewer than half (42%) indicated that they were like other children they knew; about the same number (40%) indicated that they weren't sure if the children were like other children they knew. It's interesting to note that there were no significant differences by grade, sex, or site on this item. In discussions, most students said they thought the youngsters were nine- or ten-years-old. They described them as "smart," because they figured out how to build the clubhouse. A few thought Sean, a child in the program, was "too bratty." Overall, however, the students tended to react positively to the children in the program.

Content

So, the program was appealing. Was it instructionally effective? Almost all students (89%) realized that *scarcity* means there is "not enough

Figure 1

Attention Profile
Program 1, "Scarcity"



of something." Almost all (95%) realized the program said you should "make a choice" when things are scarce. And almost all (98%) realized that adults have scarcity problems also. There were no statistically significant differences by grade or sex on any of theses items. However, fewer students (69%) realized the wood, land, trees, people, and tools were the "resources." There was a highly statistically significant difference (p=.0001) on this item, with second graders (56%) performing worse than third (79%), fourth (70%), or fifth (90%) graders. In discussions, some of the students were confused by the term "economic problems." As one second grader said, "Econ started talking to the kids about their economic problems, but I don't really know what that means."

Teacher Findings

Teachers were quite positive about the program. (The compiled teacher questionnaire for Program 1 appears in Appendix F). All indicated that they liked it, and most (85%) indicated they liked it "a lot." Some of their comments included

> "It was an interesting way to introduce economics." (third-grade teacher in Morrow, Georgia)
>
> "Explained concepts discussed at third-grade level in manner easily grasped—I've used portions of ***Trade-offs,*** but much of those are more appropriate for intermediate." (third-grade teacher in Yorktown, Indiana)
>
> "Entertaining, humorous, easy to understand; relates to students at own level—good concept, fast paced; interesting visuals." (second-grade teacher in Brampton, Ontario)
>
> "Opens up many possibilities to explore problem solving, decision making, and group dynamics and involves 'real life' situations the children are familiar with and can experience or create." (third- and fourth-grade teacher in Brampton, Ontario)

Almost all the teachers (91%) thought the program was at the appropriate level for their students, although one thought it was too advanced for most of her second graders and one thought that it was too basic for most of her fifth graders.

Almost all (91%) indicated that they saw opportunities in the program to integrate the basic skill area of language arts with the teaching of economics. Some comments included

> "Good vehicle to write stories based on problems they can think of in or out of economics. I can see them wanting to 'hands-on' such a problem, especially involving them in construction and creating..." (third- and fourth-grade teacher in Brampton, Ontario)
>
> "Spelling, vocabulary development, and decision making." (fifth-grade teacher in Burlington, Ontario)
>
> "Vocabulary development." (third-grade teacher in Morrow, Georgia)

All teachers indicated they saw opportunities in the program to integrate the basic skill area of mathematics with the teaching of economics. Some comments included:

> "Measuring, numeration, addition, subtraction, multiplication, and division." (third-grade teacher in Yorktown, Indiana)
>
> "Planning ahead, estimating." (third-grade teacher in Brampton, Ontario)
>
> "Prediction, manipulative problem solving, measurement" (third- and fourth-grade teacher in Brampton, Ontario)

Most teachers (86%) thought that they would be likely to stop the program at the two points provided. The majority indicated that they would discuss the new terms and concepts that had been introduced to that point. One commented, "probably not until tape was completed. It would depend if I thought the class needed a review during the tape. It is a good option to have, though, for kids who would like this." (second-grade teacher in Yorktown, Indiana)

In general, most teachers rated the objectives as thoroughly covered, although a few (10%)thought the first objective, "To satisfy their needs, people use resources," was covered poorly. As we have already seen, students performed worst on the item relating to the term "resources." Fewer than a third of the teachers indicated that they had previously covered any of the material reflected in the objectives with their class. Given this finding, it is interesting to note that all

thought they would feel comfortable teaching a lesson based on the program to their classes, and the majority (76%) indicated that they would feel "very comfortable."

All teachers thought that the program was instructionally effective for their students and most (71%) classified it as "very effective." Finally, most (90%) thought they would be likely to use the program with their classes. Some comments included

> "Economics has become required. I don't feel comfortable with this area. The video certainly helps explain it to all of us." (second-grade teacher in Yorktown, Indiana)
>
> "Easily integrated with other subject areas." (fourth-grade teacher in Burlington, Ontario)
>
> "Because our social studies book includes a section on economics." (third-grade teacher in Morrow, Georgia)
>
> "Concepts were too difficult; vocabulary hard." (second-grade teacher in Brampton, Ontario)
>
> "This is the medium that the children enjoy. It isn't the same as a pencil and paper assignment." (second-grade teacher in Riverdale, Georgia)

Overall

Thus, the findings from students and teachers for Program 1 were quite positive. The program and characters were appealing to the students and their teachers. In general, the findings of positive appeal bode well for the entire series, because Econ and the children are ongoing, central characters in the series and segments in which Econ draws will recur in future programs

More importantly, however, the students performed well on all the content items. Their worst performance came on the item that asked about the term, "resources." The upper grades (3–5) performed significantly better on this item than the second graders did. Consistent with this finding, the coverage of the objective that included the term "resources" received the poorest rating by the teachers. The term might require more follow-up from teachers and should certainly be highlighted in the teacher's guide. Also, some students were confused by the term "economic problems." This term might need to be explained in the teacher's guide as well.

Findings for Program 2: 'Opportunity Cost'

Student Findings

Attention/Appeal

Students were quite attentive to most of the program. Figure 2 on page 10 shows the attention profile graph for the program. As one can see from the graph, attention lagged somewhat during the extended scene in which Econ talks about his work on the land use issue for the city of Hamilton. Consistent with this finding, almost a third of the students (31%) indicated that the scene in which "Econ planned what to do with the city's land" was their least favorite part of the program.

Overall, however, the program was appealing to almost all of the students. Most (98%) indicated that they liked the program either "a lot" (82%) or a little (16%). Unlike Program 1, there were no significant differences by grade on the appeal item. Most (94%) indicated that they liked Econ either "a lot" (67%) or "a little" (27%). And most (86%) indicated that they liked it when Econ drew pictures in the program.

However, significantly (p=.0047) more second graders (68%) than third graders (57%) or fourth graders (44%) indicated that they liked this aspect of the program "a lot." What was their favorite part of the program? More than a quarter (26%) indicated their favorite part of the program was "when they collected furniture." Interestingly, significantly (p=.0001) more third graders (34%) and fourth graders (35%) than second graders (9%) picked this as their favorite part of the program. In discussions, students said they especially liked it when Econ was carrying furniture but was invisible to everyone except the children.

Content

When given a definition of *opportunity cost*, only about half of the students (49%) could identify the opportunity cost as the correct answer. Third graders (55%) and fourth graders (52%) performed significantly better (p=.008) than second graders (35%) on this item. And girls (55%) performed significantly better (p=.0005) than boys (42%) on this item. On the face of it, it is troubling that only about half of the students got this item correct. However, it is important to examine this item carefully. Overall, more than a third of the students (38%) incorrectly identified *a scarcity* as the correct answer. It is quite possible that students' performance on this item reflected the fact that they had not seen all of Program 1, "Scarcity." One might assume that if they had seen all of the first program, more than a third of them would not have selected *a scarcity* as the definition for *opportunity cost*.

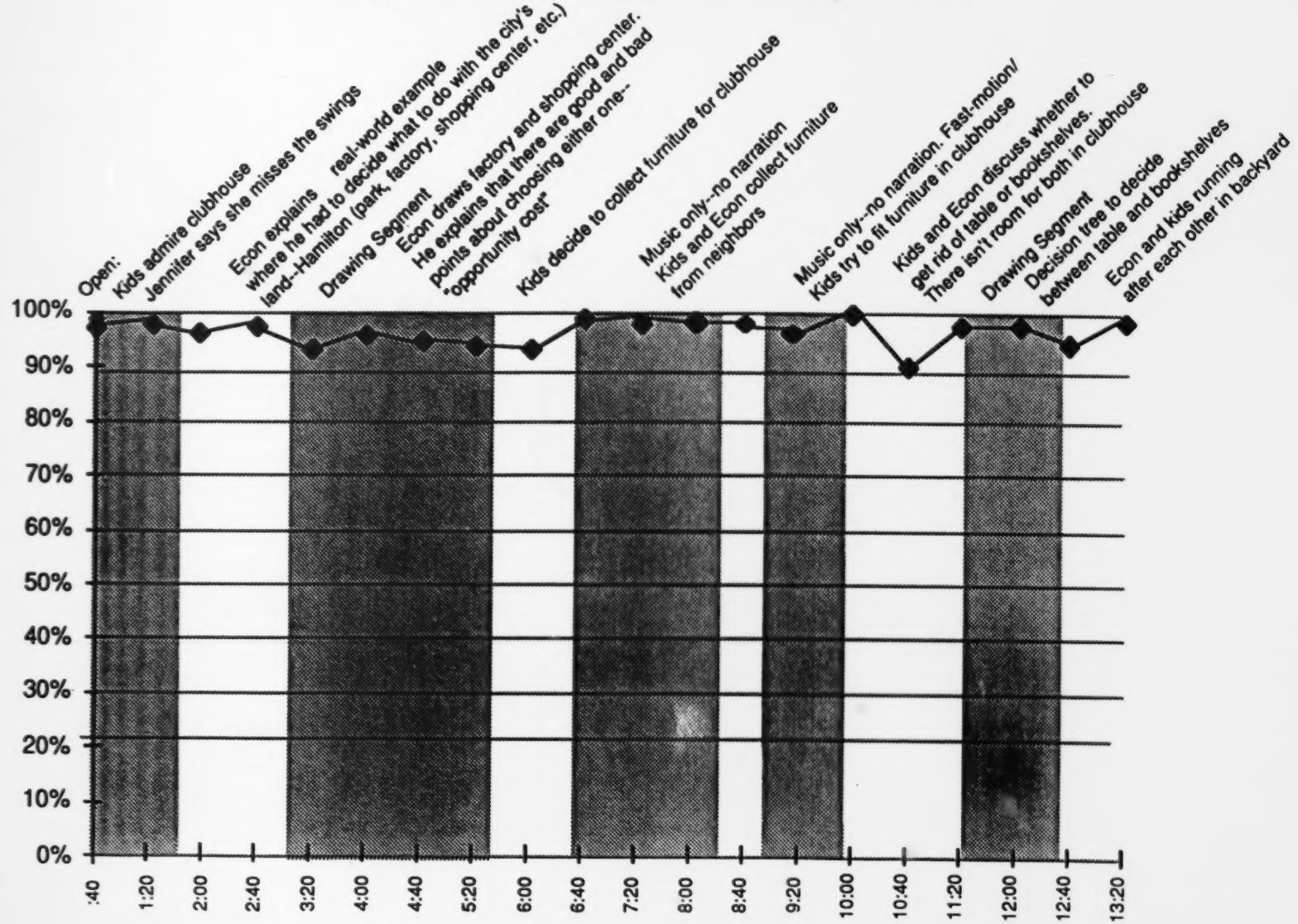
Also, to accommodate the reading levels of the students, the wording of the item on the questionnaire differed somewhat from the definition of *opportunity cost* introduced in the video program. The wording might have caused some confusion. However, it is also possible that the concept did not come across clearly in the program or that it might require significant teacher follow-up.

In the video program, Econ recommends that the city land be used for a factory. A shopping mall is the opportunity cost. Only about half (52%) answered this item correctly. Because of concerns about the vocabulary level of students, the questionnaire item read, "When Econ picked...," while the video had used the word *recommended*. Again third graders (58%) and fourth graders (66%) performed significantly better (p=.001) on this item than second graders (31%). This item was much more straightforward and doesn't appear to depend as much on the content of Program 1 as the item about opportunity cost. Therefore, the poor performance of the students on this item is somewhat more troubling.

The concept of the *decision tree* was very difficult to measure with questionnaire items. Therefore, we relied on the classroom discussions to assess students' understanding of this concept. They seemed to understand that a smiling face meant a "good thing" and a frowning face meant a "bad thing." They also understood that Econ probably recommended the factory because jobs were most important. However, the clear disadvantage of a discussion is that one usually hears only from the children who know the correct answer. The discussions seemed to indicate that third- and fourth-grade students had a more sophisticated understanding of the process of using a decision tree.

Figure 2

Attention Profile
Program 2, "Opportunity Cost"



An example of the literal nature of the second graders is the following statement: "We have lots of trees in our yard, but we don't have any decision trees." No other students in the class laughed at the student's observation, which seemed to indicate that they shared the idea.

Overall, there were students in all classes who could explain the notion of the decision tree. However, there may well have been students who were confused by the notion. Unfortunately, the discussion methodology did not reveal those students. It seems safe to assume that teachers will need to follow up this concept with their students.

On an item related more closely to the storyline about the children in the video program, students performed much better. A majority (68%) realized that the table was the opportunity cost of the children's decision to keep the bookshelf. Once again, third graders (72%) and fourth graders (82%) performed significantly better ($p=.001$) than second graders (50%). It is puzzling that students could perform so much better on this item than on the item about the opportunity cost of the factory decision. It seems reasonable to conclude that the segment that introduces the term *opportunity cost* in the context of the decision about the factory or shopping center needs to be revised.

Teacher Findings

The 21 teachers were quite positive about the program. All of them indicated that they liked it and most (76%) indicated that they liked it "a lot." Most (95%) thought it was at the appropriate level for most of their students, although one second-grade teacher thought that it was too advanced for most of her students. She wrote, "Part about factory and shopping center not as real to life for second graders."

All but one said they saw opportunities in the program to integrate the basic skill area of language arts with the teaching of economics. They pointed out opportunities for vocabulary development and story writing. However, two said they would be more likely to integrate the program content with problem-solving activities.

All teachers said they saw opportunities in the program to integrate the basic skill area of mathematics with the teaching of economics. Areas mentioned included estimation, measurement, and word problems.

All but one teacher indicated they would probably stop the program at the two points provided and discuss it with their students. Most said they would discuss the terms and concepts, although one said that she had not noticed the boxed logo on the screen.

Most rated the objectives as adequately covered, although two indicated that Objective 2—"Opportunity cost is the one most valuable opportunity given up when a choice is made"—was covered poorly. One teacher wrote, "At the end of each situation, the opportunity cost should be directly stated. 'The opportunity cost in this situation is _____ .' The term was not used enough in the film, however the number of situations was sufficient."

As we have already seen, student findings indicated that about half of the students did not correctly answer the item that was tied to this objective. All of the teachers indicated that they had not previously covered the term *opportunity cost* with their classes. Nonetheless, all indicated that they would be comfortable teaching a lesson based on the program to their students. However, one wrote, "I would need to research more on the subject."

All teachers thought that the program was instructionally effective and the majority (70%) classified it as "very effective." And, in spite of the many pressures on the curriculum and on their time, most (80%) thought they would either definitely (30%) or probably (50%) use the program with their classes. Some comments included

> "It would be part of our economics unit which is already in our curriculum." (third-grade teacher in Georgia)
>
> "The children do need to think about making important decisions in today's world." (fourth-grade teacher in Cincinnati, Ohio)
>
> "The program would require some inservice to be thoroughly comfortable with the concepts. We would need a complete program before we would be comfortable." (fourth-grade teacher in Oakville, Ontario)
>
> "It would be difficult to teach this with so many other things required and our time so limited." (second-grade teacher in Georgia)

Overall

Thus, the characters and storyline in Program 2 were appealing to the students and teachers alike. They said that they enjoyed the humor in the program. The positive appeal findings were consistent with those from Program 1.

However, student questionnaire data indicated problems with some key items that dealt with opportunity cost and the specific opportunity cost involved in Econ's decision to choose the factory over the shopping center. The comments during student discussion and those on teacher questionnaires suggest that many of these problems are related to the initial animated segment, in which Econ introduces the concepts of the *decision tree* and *opportunity cost* in the context of the decision to use city land for either the factory or the shopping center.

This animated segment needs to be carefully analyzed, because it carries a major part of the instructional burden of the program. At two points in the animation, the words "opportunity cost" appear over both the shopping center and the factory. The words "opportunity cost" should probably appear over only one option at a time.

At the end of the segment, Econ says he recommended the factory and the words "opportunity cost" appear on screen under the shopping center, but Econ's narration does not use the term or link it explicitly to the shopping center. Econ should probably reinforce the idea verbally that the shopping center was the opportunity cost of the factory. Overall, there is a considerable amount of new information presented in this scene and the animation and narration needs to be revised to make the concepts more clear.

Even with these problems, all teachers rated the program as instructionally effective and most indicated that they would use the program with their classes. Even with changes in the program, teacher follow-up will probably be important.

Consortium/Council/Center Findings

The programs and related print were sent to 80 reviewers from the consortium and Centers and Councils for Economic Education. Thirty of these were returned. This section will summarize the findings. Appendix N contains the compiled questionnaire (the questionnaire also addressed print components for the project, but this report will deal only with findings related to the the video programs, which is its focus) and Appendix O contains the comments from all reviewers.

Program 1: 'Scarcity'

Almost all of the consortium, Center, and Council reviewers were quite positive about Program #1. All but one indicated that they liked the program. Several specifically said they liked the character Econ, the drawing sequences, or the presentation of concepts. Asked about their least favorite aspect of the program, four reviewers mentioned the children's acting, while two mentioned coloring in the face of the black youngster during the animated segment.

Almost all reviewers felt the opportunities for teachers to pause the program were appropriate, although two suggested that they be placed at other points in the program. Almost all also felt the program provided adequate opportunities for teachers to integrate the basic skills of language arts and mathematics with the teaching of economics. Most reviewers thought the objectives were well covered and no one pointed out any content errors in the program. Most thought the portrayals in the program were appropriate; however, two reviewers felt that the mother was stereotypical.

Also, a couple of reviewers felt that the setting was too suburban. Finally, one reviewer pointed out two instances in which Sean, a child in the program, used incorrect grammar.

In general, the reviewers comments were consistent with the positive findings from the students and teachers.

Program 2: 'Opportunity Cost'

All but one consortium reviewer liked the program. Several said they especially liked the humor in the furniture collection scene. However, several (25%) thought the initial use of the decision tree in the land-use context was confusing. Two reviewers thought the music was too loud during this segment and one wrote, "The decision tree—for some students this would be too busy. Perhaps there are too many things on it and they're distracting from the lesson."

Nonetheless, most rated the objectives as thoroughly covered. No one pointed out any content errors, although one did comment that "the opportunity cost is the most valuable opportunity—not just any others that are given up." Also, one reviewer said she preferred the words "advantages/disadvantages" be used instead of "good points/bad points" during the segment about the decision tree.

Once again, the reviewer comments were consistent with the classroom findings, especially the concerns about the initial animated segment that introduces the concepts of the decision tree and opportunity cost.

Conclusions

Econ and Me is an ambitious project because it is attempting to do something that has never been done before—use video-based materials to teach basic economic concepts to seven- to ten-year-old children. Given the innovative nature of the materials, the initial test of these materials in actual classroom settings was a critical milestone for the project. This report has presented a considerable amount of data from students and teachers, and from consortium and Center/Council for Economic Education reviewers. What have we learned from all these data?

First and foremost, the approach of the series was affirmed. The character Econ, the single most important content link for the series, was appealing to students, teachers, and the reviewers. The device of having Econ (actually an artist who appears to be Econ) drawing on-screen to introduce animated segments—also an essential device for presenting content—was quite popular with the students, teachers, and reviewers. The child actors, characters recurring throughout the entire series, were also appealing, although somewhat less so than Econ.

Econ, the animation, and the children are the critical elements of the series, and it bodes well that the data were quite positive about each.

And what about the specific programs? The findings for Program 1, "Scarcity," were quite positive. It was appealing to students, teachers, and the reviewers. More important, the students performed adequately on all content items. One might assume that the program would be even more successful with teacher introduction and follow-up using activities in the teacher's guide. There was only a single negative finding for Program 1. Econ starts talking to the children about their "economic problems." One second grader said, "I don't know what that means." One of the reviewers also pointed out that the term *economic problems* needs to be defined. Including a definition of the term in the teacher's guide is probably a reasonable solution.

Most of the findings for Program 2, "Opportunity Cost," were also positive. Again, Econ, the children, and the storyline were appealing to the students, teachers, and the reviewers. The humor in the furniture collecting scene was a particularly appealing aspect of the program. However, the students' performance on the content items revealed some problems with their understanding of the events depicted in the initial animated segment. Only about half correctly identified the term *opportunity cost* and only about half identified the shopping center as the opportunity cost of Econ's recommendation to choose the factory. One might assume that this segment needs teacher introduction and follow-up. In addition, however, changes in the actual animation and narration seem warranted. The project team has already discussed these findings and plans have been made to change this segment.

Overall, given the innovative nature of the project, the findings were quite encouraging, especially for the initial classroom experiences. The planned changes and fine-tuning of the materials should only further enhance their usefulness.

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Appendix A:
List of Cooperating Agencies

Econ and Me

Official Consortium Members
March 1, 1989

Alaska Council on Economic Education/
Alaska Department of Education

Arkansas State Council on Economic Education/
Arkansas Educational Television Network

California Department of Education

Connecticut Joint Council on Economic Education/
Connecticut State Department of Education

Florida Department of Education

Georgia Department of Education

Idaho Council on Economic Education/
Idaho Department of Education

Indiana Council on Economic Education/
Indiana Department of Education

Kansas Council on Economic Education

Maine Council on Economic Education/Maine
Department of Education and Cultural Services

Maritime Provinces Education Foundation and
Newfoundland

Council on Economic Education in Maryland

Michigan Economic Education Council/
Michigan Department of Education

Minnesota Council on Economic Education/
Minnesota Department of Education

Missouri School Boards Association/
Education Satellite Network

Nebraska Department of Education

Nevada Council on Economic Education/Clark
County School District, Las Vegas, Nevada

New Hampshire State Department of Education

New Jersey Council on Economic Education/
New Jersey Network

New Mexico Media Network

North Carolina Department of Public Instruction

Ohio Council on Economic Education/
Ohio Department of Education

TV Ontario

Oregon Video Consortium

Pennsylvania Council on Economic Education/
Pennsylvania Department of Education

South Carolina Council on Economic Education/
South Carolina Department of Education

Virginia Council on Economic Education/
Virginia Department of Education

Appendix B:
Overall Student Findings—Program 1

Appendix B

Overall Student Findings #1

N = 540

Econ and Me

Program #1--Scarcity
Student Questionnaire

Directions: Put a check (√) next to your answer.

Are you ? 48 boy 52 girl

Grade: ___ 1 44 2 38 3 9 4 9 5

1. Did you like the show?

70 yes, a lot
26 yes, a little
3 no, not very much
1 no, not at all

2. Did you like Econ, the man in the show?

63 yes, a lot
30 yes, a little
5 no, not very much
2 no, not at all

3. Did you like it when Econ drew pictures in the program?

66 yes, a lot
24 yes, a little
7 no, not very much
3 no, not at all

4. Do you think the kids in the program are like other kids you know?

42 yes
18 no
40 not sure

5. Which part of the show did you **like the most**?

3 when they played in the living room
10 when Econ drew pictures
33 when they worked on the clubhouse
54 I liked all parts the same

* All values in percent

** Due to rounding, all values do not equal 100

6. Which part of the show did you **like the least**?

44 when they played in the living room
15 when Econ drew pictures
11 when they worked on the clubhouse
31 I liked all parts the same

7. What does scarcity mean?

3 too much of something
8 just the right amount of something
89 not enough of something

8. What did the program say you should do when things are scarce?

3 share
95 make a choice
2 build something

9. Do adults have scarcity problems also?

98 Yes
2 No

10. The wood, land, trees, people, and tools were the kids' _____

10 wants
21 economic problems
69 resources

11. Do think other kids your age should see this program?

82 yes
3 no
15 not sure

- Thank You! -

Appendix C:
Chi Square Comparisons by Grade—Program 1

Appendix C

Chi Square Comparisons by Grade

Econ and Me

Program #1--Scarcity
Student Questionnaire

Directions: Put a check (√) next to your answer.

Are you ? ___ boy ____ girl

	Grade: 2 N=239	3 N=203	4 N=46	5 N=52
1. Did you like the show?				
___ yes, a lot	87	60	59	46
___ yes, a little	12	35	37	44
___ no, not very much	1	4	4	10
___ no, not at all		1		
	p = .001			
2. Did you like Econ, the man in the show?				
___ yes, a lot	76	59	39	44
___ yes, a little	19	35	48	42
___ no, not very much	4	4	11	12
___ no, not at all	1	2	2	2
	p = .0001			
3. Did you like it when Econ drew pictures in the program?				
___ yes, a lot	79	58	52	48
___ yes, a little	15	27	41	38
___ no, not very much	3	12	4	12
___ no, not at all	3	3	2	2
	p = .0001			
4. Do you think the kids in the program are like other kids you know?				
___ yes	41	41	35	62
___ no	18	18	22	13
___ not sure	41	41	43	25
5. Which part of the show did you **like the most**?	NSD			
___ when they played in the living room	3	2	4	8
___ when Econ drew pictures	10	7	13	17
___ when they worked on the clubhouse	22	40	48	46
___ I liked all parts the same	66	51	35	29
	p = .0001			

* All values in percent

** Due to rounding, all values do not equal 100

NSD = no significant differences

Chi Square Comparisons by Grade

	Grade: 2	3	4	5
6. Which part of the show did you **like the least**?				
___ when they played in the living room	37	46	48	62
___ when Econ drew pictures	14	16	15	15
___ when they worked on the clubhouse	15	7	11	4
___ I liked all parts the same	34	31	26	19
	p = .03			
7. What does scarcity mean?				
___ too much of something	5	3	4	
___ just the right amount of something	10	7	9	
___ not enough of something	85	90	87	100
8. What did the program say you should do when things are scarce?				
___ share	4	1	2	2
___ make a choice	94	98	93	96
___ build something	2	1	4	2
	NSD			
9. Do adults have scarcity problems also?				
___ yes	97	99	94	100
___ no	3	1	6	
10. The wood, land, trees, people, and tools were the kids' _____				
___ wants	11	11	9	6
___ economic problems	33	11	22	4
___ resources	56	79	70	90
	p = .0001			
11. Do think other kids your age should see this program?				
___ yes	81	83	93	71
___ no	6	2		
___ not sure	13	16	7	29
	p = .003			

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

- Thank You! -

Appendix D:
Chi Square Comparisons by Site—Program 1

Appendix D

Chi Square Comparisons by Site

Econ and Me
Program #1--Scarcity
Student Questionnaire

Directions: Put a check (√) next to your answer.

ON = Ontario IN = Indiana OH = Ohio GA = Georgia

	ON N=176	IN N=161	OH N=86	GA N=117
1. Did you like the show?				
____ yes, a lot	64	66	76	80
____ yes, a little	32	29	21	16
____ no, not very much	4	4	3	2
____ no, not at all				
	p = .05			
2. Did you like Econ, the man in the show?				
____ yes, a lot	58	62	65	73
____ yes, a little	33	30	31	23
____ no, not very much	8	5	2	3
____ no, not at all	1	3	1	1
	NSD			
3. Did you like it when Econ drew pictures in the program?				
____ yes, a lot	59	65	73	74
____ yes, a little	31	23	22	17
____ no, not very much	7	9	5	3
____ no, not at all	4	3		3
	NSD			
4. Do you think the kids in the program are like other kids you know?				
____ yes	47	44	42	34
____ no	19	17	14	21
____ not sure	35	39	44	41
	NSD			
5. Which part of the show did you **like the most**?				
____ when they played in the living room	7		1	3
____ when Econ drew pictures	12	8	9	9
____ when they worked on the clubhouse	39	33	31	26
____ I liked all parts the same	42	59	58	62
	p = .001			

* All values in percent

** Due to rounding, all values do not equal 100

NSD = no significant differences

	ON	IN	OH	GA
6. Which part of the show did you **like the least**?				
___ when they played in the living room	54	42	37	36
___ when Econ drew pictures	14	15	12	19
___ when they worked on the clubhouse	9	9	10	11
___ I liked all parts the same	23	34	41	29
p = .01				
7. What does scarcity mean?				
___ too much of something	5	1	5	4
___ just the right amount of something	10	4	9	9
___ not enough of something	85	95	86	87
p = .08				
8. What did the program say you should do when things are scarce?				
___ share	3	1	6	1
___ make a choice	93	99	94	97
___ build something	4			2
p = .09				
9. Do adults have scarcity problems also?				
___ yes	98	99	95	98
___ no	2	1	5	2
p = .362				
10. The wood, land, trees, people, and tools were the kids' _____				
___ wants	14	5	3	15
___ economic problems	21	16	26	24
___ resources	65	79	71	61
p = .0001				
11. Do think other kids your age should see this program?				
___ yes	79	81	78	88
___ no	3	3	6	2
___ not sure	18	16	16	10
p = .43				

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

- Thank You! -

Appendix E:
Chi Square Comparisons by Sex—Program 1

Appendix E

Chi Square Comparisons by Sex

Econ and Me
Program #1--Scarcity
Student Questionnaire

Directions: Put a check (√) next to your answer.

Are you ? ___ boy ____ girl

Grade: ___ 1 ___ 2 ___ 3 ___ 4 ___ 5

	Boy N=263	Girl N=277
1. Did you like the show?		
___ yes, a lot	67	74
___ yes, a little	29	23
___ no, not very much	4	3
___ no, not at all	1	
	NSD	
2. Did you like Econ, the man in the show?		
___ yes, a lot	68	59
___ yes, a little	25	35
___ no, not very much	6	4
___ no, not at all	1	2
	p = .0001	
3. Did you like it when Econ drew pictures in the program?		
___ yes, a lot	67	64
___ yes, a little	23	25
___ no, not very much	7	8
___ no, not at all	3	2
	NSD	
4. Do you think the kids in the program are like other kids you know?		
____ yes	41	44
____ no	21	15
____ not sure	38	41
	NSD	
5. Which part of the show did you **like the most**?		
___ when they played in the living room	2	4
___ when Econ drew pictures	11	9
___ when they worked on the clubhouse	36	30
___ I liked all parts the same	51	57
	NSD	

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

6. Which part of the show did you **like the least**?	Boy	Girl
___ when they played in the living room	43	44
___ when Econ drew pictures	15	15
___ when they worked on the clubhouse	12	10
___ I liked all parts the same	30	31
	NSD	

7. What does scarcity mean?		
___ too much of something	4	4
___ just the right amount of something	10	5
___ not enough of something	86	91
	NSD	

8. What did the program say you should do when things are scarce?		
___ share	2	3
___ make a choice	96	96
___ build something	2	1
	NSD	

9. Do adults have scarcity problems also?		
___ yes	97	99
___ no	3	1
	NSD	

10. The wood, land, trees, people, and tools were the kids' _____		
___ wants	12	9
___ economic problems	16	24
___ resources	72	67
	NSD	

11. Do think other kids your age should see this program?		
___ yes	80	82
___ no	5	2
___ not sure	15	16
	NSD	

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

- Thank You! -

Appendix F:
Compiled Teacher Questionnaire—Program 1

Econ and Me
Program 1--Scarcity
Teacher Questionnaire

Grade of class: ___ 1 ___ 2 ___ 3 ___ 4

Name: _____

School address: _____

City _____ **State** _____ **Zip** _____

1. Did you like the program

   85 yes, a lot
   15 yes, a little
   ___ no, not very much
   ___ no, not at all

   Why?

2. Do you think the program was at the appropriate level for most of your students?

   5 no, it was too advanced for most of my students
   91 yes, it was appropriate for most of my students
   5 no, it was too basic for most of my students

   Comments:

3. Did you see any opportunities in the program to integrate the basic skill area of language arts with the teaching of economics?

   91 yes 10 no

   Comments:

* All values in percent
** Due to rounding, all values do not equal 100

4. Did you see any opportunities in the program to integrate the basic skill area of mathematics with the teaching of economics?

100 yes ___ no

Comments:

5. The program contained two points (indicated by the boxed logo at the top right-hand portion of the screen) at which the program could be stopped and you could discuss the material with your class. Do you think you would be likely to stop the program and discuss it with your class?

86 yes 14 no

If yes, what aspects of the program would you discuss?

6. The program was designed to cover the following objectives. Use the following scale to rate the coverage of the objectives in the program:

A= thoroughly covered
B= covered
C= covered poorly
D= not covered at all

Place one of the above letters, corresponding to your rating, next to each of the objectives listed below.

___ To satisfy their needs, people use resources. A=19, B=51, C=5, D=5 (5 check marks)

___ When people cannot have everything they want, scarcity occurs. A=62, B=38 (3 check marks)

___ Scarcity requires choice. A=62, B=38 (7 check marks)

Place a check in front of any of the above objectives that you have previously covered with this class.

Comments:

* All values in percent
** Due to rounding, all values do not equal 100

7. What did you like most about the program?

8. What did you like least about the program?

9. Would you feel comfortable teaching a lesson based on this program to your class?

__76__ yes, very comfortable
__24__ yes, sort of comfortable
____ no, not very comfortable
____ no, not at all comfortable

Why?

10. Do you think the program was instructionally effective for your students?

__71__ yes, very effective
__29__ yes, sort of effective
____ no, not very effective
____ no, not at all effective

Why?

* All values in percent
** Due to rounding, all values do not equal 100

11. Considering the many pressures on the curriculum and on your time, do you think you would be likely to use this program with your classes?

45 definitely
50 probably
5 probably not
___ definitely not

Why?

12. If you would use the program, how much class time would you likely spend on the program and follow-up activities?

13. What other comments, concerns, or criticisms do you have for the program?

* All values in percent
** Due to rounding, all values do not equal 100

Appendix G:
Teacher Questionnaire Comments—Program 1

Appendix G

Program 1: 'Scarcity'
Teacher Questionnaire Comments

Question One: Did you like the program?

1. (yes, a lot) "Kept attention — informative—enough action" Marilyn Swander, 2nd grade, Yorktown, IN

2. (yes, a little) "It kept interest of the children!" Judy Cooper, 3rd grade, Yorktown, IN

3. (yes, a lot) "Interesting and informative" Jackie Applegate, 3rd grade, Yorktown, IN

4. (yes, a lot) "The age of characters was appropriate to our own children's ages. The class was interested in the show. They could relate to the problem. Good to see a mixture of race and sexes in the characters. A little 'magic' was appealing. I liked watching the quick sketches. A little comedy enhances the program." Faulkner, 3rd grade, Yorktown, IN

5. (yes, a lot) "A very useful and clear explanation of economics." Beth Chadwick, 4th grade, Burlington, ON

6. (yes, a lot) "visual presentation; high interest to students (building clubhouse)" Lois Lennon, 5th grade, Burlington, ON

7. (yes, a lot) "moved at a fast pace, kept interest" Name not given, 3rd grade, Brampton, ON

8. (yes, a lot) "Opens up many possibilities to explore problem solving, decision making and group dynamics and involves 'real-life' situations the children are familiar with and can experience or create." Arnott Charlton, 3rd and 4th grade, Brampton, ON

9. (yes, a lot) "Entertaining, humorous, easy to understand, relates to students at own level—good concept, fast paced; interesting visuals." Marg Donaldson, 2nd grade, Brampton, ON

10. (yes, a little) "The video is very good. It held the interest of the students. However, I thought the level of difficulty would be too hard for my students." K. Hall, 2nd grade, Brampton, ON

11. (yes, a lot) "Supplemented present econ. program" Nettie Young, 2nd grade, Cincinnati, OH

12. (yes, a lot) "It would fit in with an existing Economic unit." Shannon Cornett, 3rd grade, Cincinnati, OH

13. (yes, a lot) "Explained concepts discussed at third grade level in manner easily grasped. (I've used portions of ***Trade-offs*** series but much of those types are more appropriate for intermediate." Sara Bloom, 3rd grade, Cincinnati, OH

14. (yes, a lot) "Very interesting and informative." Cheryl Beall, 2nd grade, Riverdale, GA

15. (yes, a lot) "I liked Scarcity tape very much." Nancy Riegle, 2nd grade, Yorktown, IN

16. (yes, a little) "I thought it was presented well, but maybe it would be just a little better for 3rd grade. Since this class is academically high, it was fine." Sheryl Vieira, 2nd grade, Morrow, GA

17. (yes, a lot) "It was a very interesting way to introduce economics." Teresa Brown, 3rd grade, Morrow, GA

18. (yes, a lot) "My class was attentive. Several examples were shown to teach the meaning of scarcity. The word scarcity was shown several times." Helen Lewis, 2nd grade, Riverdale, GA

Question Two: Do you think the program was at the appropriate level for most of your students?

1. (yes, it was appropriate for most of my students) "Some parts would be too difficult for some of the students." Marg Donaldson, 2nd grade, Brampton, ON

2. (yes, it was appropriate for most of my students) "They have done some problem solving and have experienced the INQUIRY MODEL in their classroom. I heard them saying to each other answers to problems along the way or suggesting an idea." Arnott Charlton, 3rd and 4th grade, Brampton, ON

3. (yes, it was appropriate for most of my students) "It was quite clear." Beth Chadwick, 4th grade, Burlington, ON

4. (yes, it was appropriate for most of my students) "It was very appropriate for this age group." Teresa Brown, 3rd grade, Morrow, Ga

5. (yes, it was appropriate for most of my students) "Yes, except second graders cannot build a tree house." Helen Lewis, 2nd grade, Riverdale, GA

Question Three: Did you see any opportunities in the program to integrate the basic skill area of language arts with the teaching of economics?

1. (yes) "And science—natural resources, limited resources, renewable." Nancy Evans, 2nd grade, Yorktown, IN

2. (yes) "Vocabulary terms are repeated often, which is good." Marilyn Swander, 2nd grade, Yorktown, IN

3. (yes) "You can integrate it with spelling and English of course reading, creative writing." Judy Cooper, 3rd grade, Yorktown, IN

4. (yes) "Creative writing, researching, dramatic arts, listening, speaking-reports, comprehension, critical thinking." Faulkner, 3rd grade, Yorktown, IN

5. (yes) "problem-solving strategies; skits" Beth Chadwick, 4th grade, Burlington, ON

6. (yes) "spelling, vocabulary development, decision making" Lois Lennon, 5th grade, Burlington, ON

7. (yes) "Very much so. Good vehicle to write stories based on problems they can think of in or out of economics. I can see them wanting to 'hands-on' such a problem, especially involving them in construction and creating. NARRATIVE WRITING TRANSACTIONAL (CHARTS, LISTS, ETC.)—identify problems of economics in stories." Arnott Charlton, 3rd and 4th grade, Brampton, ON

8. (yes) "vocabulary building, discussion, creative writing, organizing and classifying, decision making" Marg Donaldson, 2nd grade, Brampton, ON

9. (yes) "writing about scarcity (create scarcity situations)."

10. (yes) "Good for writing 'How To _____ ' sequencing. Opportunity Cost/ I chose _____ but had to give up _____ as a result. Why a particular choice was made." Sara Bloom, 3rd grade, Cincinnati, OH

11. (yes) "Language Arts can always be integrated with all subjects." Nancy Riegle, 2nd grade, Yorktown, IN

12. (yes) "Taught new vocabulary words." Sheryl Vieira, 2nd grade, Morrow, GA

13. (yes) "Vocabulary development." Teresa Brown, 3rd grade, Morrow, GA

Question Four: Did you see any opportunities in the program to integrate the basic skill area of mathematics with the teaching of economics?

1. (yes) "In matching, measurement, problem solving." Nancy Evans, 2nd grade, Yorktown, IN

2. (yes) "Measuring, numeration, addition, subtraction, multiplication, division." Judy Cooper, 3rd grade, Yorktown, IN

3. (yes) "computation, measurement, problem solving, estimating." Faulkner, 3rd grade, Yorktown, IN

4. (yes) "planning ahead, estimating" Name not given, 3rd grade, Brampton, ON

5. (yes) "prediction, manipulative problem solving, measurement"Arnott Charlton, 3rd and 4th grade, Brampton, ON

6. (yes) "problem solving, decision making, arithmetic, measurement, estimation, sorting, classification" Marg Donaldson, 2nd grade, Brampton, ON

7. (yes) "measurements, shapes" Nettie Young, 2nd grade, Cincinnati, OH

8. (yes) "given set amount of money-making choices" Sara Bloom, 3rd grade, Cincinnati, OH

9. (yes) "Computation/thinking skills" Teresa Brown, 3rd grade, Morrow, GA

10. (yes) "greater than/less than when there weren't enough hats and when they were making the clubhouse." Sheryl Vieira, 2nd grade, Morrow, GA

11. (yes) "measurement, estimation, time, addition, subtraction for 2nd graders." Nancy Riegle, 2nd grade, Yorktown, IN

Question Five: The program contained two points (indicated by the boxed logo at the top right-hand portion of the screen) at which the program could be stopped and you could discuss the material with your class. Do you think you would be likely to stop the program and discuss it with your class?

1. (yes) "When new terms are presented. When a situation parallels situations in class." Nancy Evans, 2nd grade, Yorktown, IN

2. (yes) "To get the reactions of the students and relate to problems they might have had or will have with situations such as this." Darlene Heath, 3rd grade, Yorktown, IN

3. (yes) "concepts introduced, what we think mights happen." Jackie Applegate, 3rd grade, Yorktown, IN

4. (yes) "I would review the problem and make sure children understood at the point what was happening—review the term scarcity." Faulkner, 3rd grade, Yorktown, IN

5. (yes) "clarity of concept—to ensure" Beth Chadwick, 4th grade, Burlington, ON

6. (yes) "problem-solving aspects" Name not given, 3rd grade, Brampton, ON

7. (yes) "resources, new vocabulary, making choices in everyday life" Marg Donaldson, 2nd grade, Brampton, ON

8. (yes) "resources used" Nettie Young, 2nd grade, Cincinnati, OH

9. (yes) "vocabulary, basic concepts, examples" K. Hall, 2nd grade, Brampton, ON

10. (yes) "the concept of scarcity, resources, and limited resources" Shannon Cornett, 3rd grade, Cincinnati, OH

11. (yes) "what is scarcity" Sara Bloom, 3rd grade, Cincinnati, OH

12. (no) "probably not until tape was completed. It would depend if I thought the class needed a review during the tape. It is a good option to have, though, for kids who would like this." Nancy Riegle, 2nd grade, Yorktown, IN

13. (yes) "More explanation of scarcity and ask what kind of choices the adults would have to make." Cheryl Beall, 2nd grade, Riverdale, GA

14. (yes) "The terms and reactions of the program/children." Teresa Brown, 3rd grade, Morrow, GA

15. (yes) "I would write scarcity on the board and the definition. We would then discuss examples already given in the program." Helen Lewis, 2nd grade, Riverdale, GA

Question Six: The program was designed to cover the following objectives. Use the following scale to rate the coverage of the objectives in the program:

A = thoroughly covered
B = covered
C = covered poorly
D = not covered at all

Place one of the above letters, corresponding to your rating, next to each of the objectives listed below.

_____ To satisfy their needs, people use resources.

_____ When people cannot have everything they want, scarcity occurs.

_____ Scarcity requires choice.

Place a check in front of any of the above objectives that you have previously covered with this class.

1. (A,A,A) "Haven't done the unit yet." Marilyn Swander, 2nd grade, Yorktown, IN

2. (BBB) "All topics were well-covered. I would probably want to cover them in more detail with students over a longer period of time." Marg Donaldson, 2nd grade, Brampton, ON

3. (AAA) "This program would help me to expand with economics in the social studies book." Teresa Brown, 3rd grade, Morrow, GA

4. (BBA) "Have not officially started our economics curriculum yet—haven't brought out terms like scarcity and economics, resources, etc., although economics are taught everyday in the various subjects." Nancy Riegle, 2nd grade, Yorktown, IN

Question Seven: What did you like most about the program?

1. "Choices appropriate for elementary students." Nancy Evans, 2nd grade, Yorktown, IN

2. "Seemed clear. Didn't talk down to the students, but also wasn't over 'our' heads." Marilyn Swander, 2nd grade, Yorktown, IN

3. "Video was great because it held the children's interest." Judy Cooper, 3rd grade, Yorktown, IN

4. "The way it was presented to the students as to the necessity of making your own choices and how important correct choices are." Darlene Heath, 3rd grade, Yorktown, IN

5. "the drawings, watching the construction of the clubhouse" Jackie Applegate, 3rd grade, Yorktown, IN

6. "It was simple, enjoyable, the concepts were explained in a way that was easy to understand." Faulkner, 3rd grade, Yorktown, IN

7. "content/ Children seemed to understand and retain much." Sara Bloom, 3rd grade, Cincinnati, OH

8. "moved quickly" Shannon Cornett, 3rd grade, Cincinnati, OH

9. "Video was interesting." K. Hall, 2nd grade, Brampton, ON

10. "The presentation on this grade level." Nettie Young, 2nd grade, Cincinnati, OH

11. "age-related actors, problems that similar students would face, related to grade level, kept students' interest, fast paced, used magic and imagination" K. Hall, 2nd grade, Brampton, ON

12. "inventively presented; children involved in a very familiar situation—secret fort or clubhouse; touches of magic and special effects; places to pause; good repetition or exposure to concepts" Arnott Charlton, 3rd and 4th grade, Brampton, ON

13. "involved daily problems/children" Name not given, 3rd grade, Brampton, ON

14. "simple and clear" Beth Chadwick, 4th grade, Burlington, ON

15. "appealing to the children, presented at their level" Lois Lennon, 5th grade, Burlington, ON

16. "relevant examples for children" Michael Finch, 4th grade, Burlington, ON

17. "It ties in with our curriculum well. It held the attention of the children." Billie Burton, 2nd grade, Cincinnati, OH

18. "That there were real people in video and same age. The students could relate to real experiences of their own. Liked the 'quick drawings' or illustrations so there was concrete evidence to show." Nancy Riegle, 2nd grade, Yorktown, IN

19. "I enjoyed the entire program because it covered things thoroughly." Teresa Brown, 3rd grade, Morrow, GA

20. "Artwork and building the clubhouse because this would keep the children's interest." Sheryl Vieira, 2nd grade, Morrow, GA

21. "It explained a concept that is hard to explain to the 2nd grade." Cheryl Beall, 2nd grade, Riverdale, GA

22. "cheerful music, make-believe; scarcity was mentioned a lot; several examples were given." Helen Lewis, 2nd grade, Riverdale, GA

Question Eight: What did you like least about the program?

1. "See #13." Marilyn Swander, 2nd grade, Yorktown, IN

2. "Maybe more color could be used." Darlene Heath, 3rd grade, Yorktown, IN

3. "Children seemed to have rather strong feelings (again, perhaps age-appropriate). Perhaps a bit 'sexist' on my part. It seemed at first that the males had the main roles in building the clubhouse (perhaps that's why it fell apart ☹) ." Sara Bloom, 3rd grade, Cincinnati, OH

4. "Vocabulary was difficult and introduced too quickly." K. Hall, 2nd grade, Brampton, ON

5. "Children were not particularly polite to mother or Jennifer. Sean?" Beth Chadwick, 4th grade, Burlington, ON

6. "When they showed the adults making choices. It may have not been clear to the children what they were trying to show."

7. "Adults talking too much, and children." Sheryl Vieira, 2nd grade, Morrow, GA

8. "Nothing in particular about scarcity because it relates so closely to our own objectives in our curriculum." Nancy Riegle, 2nd grade, Yorktown, IN

9. "the definition of scarcity could have been written out." Helen Lewis, 2nd grade, Riverdale, GA

Question Nine: Would you feel comfortable teaching a lesson based on this program to your class?

1. (yes, very comfortable) "It was easy to understand. Great introduction to scarcity." Judy Cooper, 3rd grade, Yorktown, IN

2. (yes, sort of comfortable) "Don't know a lot about economics." Darlene Heath, 3rd grade, Yorktown, IN

3. (yes, very comfortable) "Plenty of information was available within the video itself. The teacher's guide provides lots of background and follow-up information." Jackie Applegate, 3rd grade, Yorktown, IN

4. (yes, very comfortable) "Draft of guide seems to have more than sufficient number of materials." Sara Bloom, 3rd grade, Cincinnati, OH

5. (yes, very comfortable) "Children would enjoy and understand it." Shannon Cornett, 3rd grade, Cincinnati, OH

6. (yes, very comfortable) "good introduction, appealed to class/important topic of discussion" K. Hall, 2nd grade, Brampton, ON

7. (yes, very comfortable) "They are an inquisitive bunch and love hands-on problem solving. New ideas are intriguing to them." Arnott Charlton, 3rd and 4th grade, Brampton, ON

8. (yes, very comfortable) "Because there are so many examples to relate directly to the students so they can readily understand the objective—scarcity." Nancy Riegle, 2nd grade, Yorktown, IN

9. (yes, very comfortable) "Because it would help me relate economics to my children's understanding." Teresa Brown, 3rd grade, Morrow, GA

10. (yes, very comfortable) "It is clear what the video is trying to teach and they teach it in an interesting way." Cheryl Beall, 2nd grade, Riverdale, GA

Question Ten: Do you think the program was instructionally effective for your students?

1. (yes, sort of effective) "It could have been **more** instructive." Judy Cooper, 3rd grade, Yorktown, IN

2. (yes, very effective) "The way it was presented at their level." Darlene Heath, 3rd grade, Yorktown, IN

3. (yes, very effective) "The video covered the concepts and held the children's interest." Jackie Applegate, 3rd grade, Yorktown, IN

4. (yes, sort of effective) "Children could relate to the problem being presented. It created an interest to learn more." Faulkner, 3rd grade

5. (yes, very effective) "They had watched and learned many concepts." Shannon Cornett, 3rd grade, Cincinnati, OH

6. (yes, very effective) "taught new vocabulary and introduced important concepts" K. Hall, 2nd grade, Brampton, ON

7. (yes, very effective) "It was presented on a level that they could understand." Cheryl Beall, 2nd grade, Riverdale, GA

8. (yes, very effective) "They seemed to be very involved when the program was on and for this group of children, that means the instruction was very effective." Teresa Brown, 3rd grade, Morrow, GA

9. (yes, very effective) "They were very attentive and since they've brought up examples of scarcity as it relates to their own lives and homes." Nancy Riegle, 2nd grade, Yorktown, IN

10. (yes, sort of effective) "If reinforced by teacher afterwards with a fun worksheet." Helen Lewis, 2nd grade, Riverdale, GA

Question Eleven: Considering the many pressures on the curriculum and on your time, do you think you would be likely to use this program with your classes?

1. (definitely) "Economics has become required. I don't feel comfortable with this area. The video certainly helps explains it to all of us." Marilyn Swander, 2nd grade, Yorktown, IN

2. (probably) "Great way to introduce resources, choices and scarcity." Judy Cooper, 3rd grade, Yorktown, IN

3. (probably) "I feel more should be known about economics." Darlene Heath, 3rd grade, Yorktown, IN

4. (definitely) "This program would not involve much extra planning time for the teacher," Jackie Applegate, 3rd, Yorktown, IN

5. (probably) "I believe in presenting the basic skills and building a good foundation for primary age children. My daily schedule is filled by the time I cover all the areas required. I would try to work it in during social studies." Faulkner, 3rd grade, Yorktown, IN

6. (probably) "I think the subject is important and students should be exposed to it." Lois Lennon, 5th grade, Burlington, ON

7. (definitely) "Easily integrated with other subject areas." Michael Finch, 4th grade, Burlington, ON

8. (probably) "Having seen it, I feel that the program could be used within the classroom as an integrated unit." Beth Chadwick, 4th grade, Burlington, ON

9. (probably) "to help children with problem-solving skills, planning ahead" Name not given, 3rd grade, Brampton, ON

10. (definitely) "being able to design my own curriculum" Arnott Charlton, 3rd and 4th grade, Brampton, ON

11. (probably) "I feel these concepts are very relevant and important for future generation. Students at this age need to be made aware of these." Marg Donaldson, 2nd grade, Brampton, ON

12. (definitely) "We are using Econ. in social studies area now." Nettie Young, 2nd grade, Cincinnati, OH

13. (probably not) "concepts were too difficult; vocabulary hard" K. Hall, 2nd grade, Brampton, ON

14. (definitely) "It works." Shannon Cornett, 3rd grade, Cincinnati, OH

15. (probably) "This is the medium that the children enjoy. It isn't the same pencil and paper assignment." Cheryl Beall, 2nd grade, Riverdale, GA

16. (definitely) "Because our social studies book includes a section on economics." Teresa Brown, 3rd grade, Morrow, GA

17. (definitely) "Our objective in our economics curriculum guide os to teach scarcity—this tape would be a very effective teaching tool." Nancy Riegle, 2nd grade, Yorktown, IN

Question Twelve: If you would use the program, how much class time would you likely spend on the program and follow-up activities?

1. "30 minutes a time." Nancy Evans, 2nd grade, Yorktown, IN
2. "30 minutes/ two–three times a week." Marilyn Swander, 2nd grade,
3. "1-1/2 hours–2 hours." Judy Cooper, 3rd grade, Yorktown, IN
4. "Not sure." Darlene Heath, 3rd grade, Yorktown, IN
5. "45 minutes—one hour per week." Jackie Applegate, 3rd grade, Yorktown, IN
6. "When we do our unit on econ., I would like to spend approximately two weeks (6 class periods) (three days a week)." Billie Burton, 2nd grade, Cincinnati, OH
7. "presentation plus three 1-hour lessons" Michael Finch, 4th grade, Burlington, ON
8. "It would depend on children's response and understanding of the material." Beth Chadwick, 4th grade, Burlington, ON
9. "1/4 day" Name not given, 3rd grade, Brampton, ON
10. "It would become the theme and all subject areas would be integrated into it, so I would block out 2–3 weeks for the unit (longer if creation was built-in)." Arnott Charlton, 3rd and 4th grade, Brampton, ON
11. "1-hour 40-minute period per day maybe for 2–3 weeks." Marg Donaldson, 2nd grade, Brampton, ON
12. "I usually use 1/2 hour each day, 1/2 quarter on social studies." Nettie Young, 2nd grade, Cincinnati, OH
13. "one week" Shannon Cornett, 3rd grade, Cincinnati, OH
14. "Perhaps 45 minutes; however more could be integrated into 'whole language' and math activities." Sara Bloom, 3rd grade, Cincinnati, OH
15. "At the present time we use four weeks to teach our three objectives set forth in our school system's economics curriculum for 2nd graders—spend 1-1/2 weeks on scarcity program and activities to illustrate it." Nancy Riegle, 2nd grade, Yorktown, IN
16. "I would say a week or so that throughout the year we could expand on it." Teresa Brown, 3rd grade, Morrow, GA
17. "Perhaps a half hour follow-up for several days." Sheryl Vieira, 2nd grade, Morrow, GA
18. "10 minutes discussing the video—show the video—then 10–15 minutes follow up." Cheryl Beall, 2nd grade, Riverdale, GA
19. "30 minutes" Helen Lewis, 2nd grade, Riverdale, GA

Question Thirteen: What other comments, concerns, or criticisms do you have for the program?

1. "Class seemed more attentive during conversations periods. Restless during lull in discussions. Actors might have talked during construction of the playhouse..." Marilyn Swander, 2nd grade, Yorktown, IN

2. "Hopefully our social studies text in the future will cover more of this area—our currently social studies text is the pits." Faulkner, 3rd grade, Yorktown, IN

3. "a flexible video, but not sure that use would be worth price for this grade level" Name not given, 3rd grade, Brampton, ON

4. "I'm keen—show me more" Arnott Charlton, 3rd and 4th grade, Brampton, ON

5. "A good program—should appeal to students. Very worthwhile!" Marg Donaldson, 2nd grade, Brampton, ON

6. "Great program!" Nettie Young, 2nd grade, Cincinnati, OH

7. "I have a low grade class and I feel this program would be too difficult to teach. However, last year I was in the Junior division (grade 4) and this program would be more appropriate to that age and grade." K. Hall, 2nd grade, Brampton, ON

8. "I like it!" Shannon Cornett, 3rd grade, Cincinnati, OH

9. "It was a great program. I appreciate the time that was taken for this program. I'm glad that I was one of the chosen ones. Overall, my children loved it." Teresa Brown, 3rd grade, Morrow, GA

10. "I felt your scarcity tape could be used very effectively to help our particular needs in our school second grade curriculum. It so closely illustrates what is our goal for teaching scarcity." Nancy Riegle, 2nd grade, Yorktown, IN

Appendix H:
Overall Student Findings—Program 2

53

Appendix H

Overall Student Findings #2

Econ and Me
Program #2--Opportunity Cost
Student Questionnaire

Directions: Put a check (√) next to your answer.

Are you? 54 boy 46 girl

Grade: ___ 1 29 2 49 3 21 4 ___ 5

1. Did you like the show?

82 yes, a lot
16 yes, a little
2 no, not very much
___ no, not at all

2. Did you like Econ, the man in the show?

67 yes, a lot
27 yes, a little
4 no, not very much
2 no, not at all

3. Did you like it when Econ drew pictures in the program?

58 yes, a lot
28 yes, a little
8 no, not very much
6 no, not at all

4. Do you think the kids in the program are like other kids you know?

42 yes
14 no
44 not sure

5. Which part of the show did you **like the most**?

2 when Econ planned what to do with the city's land
26 when they collected furniture
7 when Econ drew pictures
65 I liked all parts the same

54

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

6. Which part of the show did you **like the least**?

31 when Econ planned what to do with the city's land
9 when they collected furniture
20 when Econ drew pictures
41 I liked all parts the same

7. When you have to choose between two things, the program said the one you don't choose is _____

13 a limited resource
49 your opportunity cost
38 a scarcity

8. When Econ picked the factory, the opportunity cost was _____

52 the shopping center
33 the factory
15 his time

9. When the kids chose to keep the bookshelf, their opportunity cost was _____

68 the table
8 the clubhouse
24 the bookshelf

10. Do you think other kids your age should see this program?

80 yes
6 no
14 not sure

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

- Thank You! -

Appendix I:
Chi Square Comparisons by Grade—Program 2

Appendix I

Chi Square Comparisons by Grade

Econ and Me
Program #2--Opportunity Cost
Student Questionnaire

Directions: Put a check (√) next to your answer.

Are you? ____ boy ____ girl

Grade:	2	3	4
	N=124	N=206	N=90
1. Did you like the show?			
___ yes, a lot	86	81	80
___ yes, a little	13	17	17
___ no, not very much		2	2
___ no, not at all	1		
	p = .7893		
2. Did you like Econ, the man in the show?			
___ yes, a lot	76	66	57
___ yes, a little	20	27	39
___ no, not very much	2	5	5
___ no, not at all	2	2	
	p = .072		
3. Did you like it when Econ drew pictures in the program?			
___ yes, a lot	68	57	44
___ yes, a little	24	24	43
___ no, not very much	3	12	9
___ no, not at all	5	8	3
	p = .0047		
4. Do you think the kids in the program are like other kids you know?			
___ yes	39	44	39
___ no	16	10	19
___ not sure	45	46	42
	p = .2019		
5. Which part of the show did you **like the most**?			
___ when Econ planned what to do with the city's land	3		3
___ when they collected furniture	9	34	35
___ when Econ drew pictures	3	8	7
___ I liked all parts the same	85	58	55
	p = .0001		

* All values in percent

** Due to rounding, all values do not equal 100

NSD = no significant differences

6. Which part of the show did you **like the least**?

	Grade: 2	3	4
___ when Econ planned what to do with the city's land	19	40	30
___ when they collected furniture	8	9	8
___ when Econ drew pictures	18	21	19
___ I liked all parts the same	55	31	43
	p = .0025		

7. When you have to choose between two things, the program said the one you don't choose is _____

___ a limited resource	12	12	18
___ your opportunity cost	35	55	52
___ a scarcity	54	33	30
	p = .008		

8. When Econ picked the factory, the opportunity cost was _____

___ the shopping center	31	58	66
___ the factory	45	30	23
___ his time	24	12	11
	p = .001		

9. When the kids chose to keep the bookshelf, their opportunity cost was _____

___ the table	50	72	82
___ the clubhouse	14	6	3
___ the bookshelf	36	22	15
	p = .001		

10. Do you think other kids your age should see this program?

___ yes
___ no
___ not sure

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

- Thank You! -

Appendix J:
Chi Square Comparisons by Site—Program 2

Appendix J

Chi Square Comparisons by Site

Econ and Me

Program #2--Opportunity Cost
Student Questionnaire

Directions: Put a check (√) next to your answer.

ON = Ontario IN = Indiana OH = Ohio GA = Georgia

	ON N=64	IN N=127	OH N=113	GA N=116
1. Did you like the show?				
___ yes, a lot	78	77	86	87
___ yes, a little	19	22	10	13
___ no, not very much	3	1	3	
___ no, not at all			2	
	p = .0354			
2. Did you like Econ, the man in the show?				
___ yes, a lot	63	59	70	76
___ yes, a little	31	30	27	22
___ no, not very much	6	9	1	
___ no, not at all		2	3	2
	p = .0068			
3. Did you like it when Econ drew pictures in the program?				
___ yes, a lot	52	50	60	66
___ yes, a little	38	30	27	20
___ no, not very much	6	11	5	10
___ no, not at all	3	9	7	3
	p = .0735			
4. Do you think the kids in the program are like other kids you know?				
___ yes	35	47	45	37
___ no	22	10	12	15
___ not sure	43	43	43	48
	p = .3198			
5. Which part of the show did you **like the most**?				
___ when Econ planned what to do with the city's land	3	3	1	1
___ when they collected furniture	28	17	32	28
___ when Econ drew pictures	9	7	5	6
___ I liked all parts the same	60	72	62	66
	p = .4904			

60

* All values in percent

** Due to rounding, all values do not equal 100

NSD = no significant differences

6. Which part of the show did you **like the least**?	ON	IN	OH	GA
___ when Econ planned what to do with the city's land	31	26	29	38
___ when they collected furniture	9	5	11	10
___ when Econ drew pictures	17	27	16	17
___ I liked all parts the same	43	42	44	35
	p = .2006			

7. When you have to choose between two things, the program said the one you don't choose is _____				
___ a limited resource	17	7	15	14
___ your opportunity cost	45	41	57	52
___ a scarcity	38	52	28	33
	p = .0166			

8. When Econ picked the factory, the opportunity cost was _____				
___ the shopping center	60	42	60	49
___ the factory	28	38	29	34
___ his time	12	19	11	17
	p = .2253			

9. When the kids chose to keep the bookshelf, their opportunity cost was _____				
___ the table	79	67	66	66
___ the clubhouse	3	5	12	9
___ the bookshelf	18	28	22	25
	p = .2307			

10. Do you think other kids your age should see this program?				
___ yes	75	77	86	82
___ no	3	5	2	5
___ not sure	22	18	12	13
	p = .367			

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

- Thank You! -

Appendix K:
Chi Square Comparisons by Sex—Program 2

Appendix K

Chi Square Comparisons by Sex

Econ and Me
Program #2--Opportunity Cost
Student Questionnaire

Directions: Put a check (√) next to your answer.

Are you? ____ boy ____ girl

Grade: ___1 ___2 ___3 ___4 ___5

	Boy N=226	Girl N=194
1. Did you like the show?		
___ yes, a lot	80	84
___ yes, a little	17	15
___ no, not very much	2	1
___ no, not at all		
	p = .7217	
2. Did you like Econ, the man in the show?		
___ yes, a lot	71	63
___ yes, a little	23	31
___ no, not very much	4	4
___ no, not at all	1	3
	p = .5955	
3. Did you like it when Econ drew pictures in the program?		
___ yes, a lot	54	62
___ yes, a little	28	27
___ no, not very much	8	9
___ no, not at all	9	2
	p = .0047	
4. Do you think the kids in the program are like other kids you know?		
____ yes	48	40
____ no	15	12
____ not sure	36	48
	p = .0073	
5. Which part of the show did you **like the most**?		
___ when Econ planned what to do with the city's land	3	1
___ when they collected furniture	26	28
___ when Econ drew pictures	8	5
___ I liked all parts the same	64	67
	p = .129	

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

	Boy	Girl
6. Which part of the show did you **like the least**?		
___ when Econ planned what to do with the city's land	29	34
___ when they collected furniture	12	6
___ when Econ drew pictures	22	16
___ I liked all parts the same	38	44
	p = .1059	
7. When you have to choose between two things, the program said the one you don't choose is _____		
___ a limited resource	12	14
___ your opportunity cost	42	55
___ a scarcity	45	31
	p = .0005	
8. When Econ picked the factory, the opportunity cost was _____		
___ the shopping center	53	52
___ the factory	31	35
___ his time	16	13
	p = .5261	
9. When the kids chose to keep the bookshelf, their opportunity cost was _____		
___ the table	68	68
___ the clubhouse	9	6
___ the bookshelf	23	26
	p = .6318	
10. Do you think other kids your age should see this program?		
___ yes	80	80
___ no	6	2
___ not sure	14	18
	p = .1908	

* All values in percent
** Due to rounding, all values do not equal 100
NSD = no significant differences

- Thank You! -

Appendix L:
Compiled Teacher Questionnaire—Program 2

Econ and Me
Program 2--Opportunity Cost
Teacher Questionnaire

Grade of class: ___ 1 ___ 2 ___ 3 ___ 4

Name: _____

School address: _____

City _____ **State** _____ **Zip** _____

1. Did you like the program

   76 yes, a lot
   24 yes, a little
   ___ no, not very much
   ___ no, not at all

   Why?

2. Do you think the program was at the appropriate level for most of your students?

   5 no, it was too advanced for most of my students
   95 yes, it was appropriate for most of my students
   ___ no, it was too basic for most of my students

   Comments:

3. Did you see any opportunities in the program to integrate the basic skill area of language arts with the teaching of economics?

   95 yes 5 no

   Comments:

4. Did you see any opportunities in the program to integrate the basic skill area of mathematics with the teaching of economics?

100 yes ___ no

Comments:

5. The program contained two points (indicated by the boxed logo at the top right-hand portion of the screen) at which the program could be stopped and you could discuss the material with your class. Do you think you would be likely to stop the program and discuss it with your class?

95 yes 5 no

If yes, what aspects of the program would you discuss?

6. The program was designed to cover the following objectives. Use the following scale to rate the coverage of the objectives in the program:

A= thoroughly covered
B= covered
C= covered poorly
D= not covered at all

Place one of the above letters, corresponding to your rating, next to each of the objectives listed below.

___ People make choices that incur opportunity costs because resources are scarce. A=65, B=30, D=5 (67 check marks)

___ Opportunity cost is the one most valuable opportunity given up when a choice is made. A=50, B=40, C=5, D=5 (0 check marks)

Place a check in front of any of the above objectives that you have previously covered with this class.

Comments:

7. What did you like most about the program?

8. What did you like least about the program?

9. Would you feel comfortable teaching a lesson based on this program to your class?

65 yes, very comfortable
35 yes, sort of comfortable
___ no, not very comfortable
___ no, not at all comfortable

Why?

10. Do you think the program was instructionally effective for your students?

70 yes, very effective
30 yes, sort of effective
___ no, not very effective
___ no, not at all effective

Why?

11. Considering the many pressures on the curriculum and on your time, do you think you would be likely to use this program with your classes?

30 definitely
50 probably
20 probably not
___ definitely not

Why?

12. If you would use the program, how much class time would you likely spend on the program and follow-up activities?

13. What other comments, concerns, or criticisms do you have for the program?

Appendix M:
Teacher Questionnaire Comments—Program 2

Appendix M

Program 2: 'Opportunity Cost' Teacher Questionnaire Comments

Question One: Did you like the program?

1. (yes, a lot) "It was educational, gave good information and held the children's interest." Nancy Hickel, 2nd grade, Yorktown, IN
2. (yes, a lot) "It illustrated the concepts well and seemed to hold the children's attention." Barbara McCoy, 2nd grade, Yorktown, IN
3. (yes, a lot) "Factors presented in attention getting scenes. Excellent!" Madalyne Church, 3rd grade, Yorktown, IN
4. (yes, a lot) "Concepts presented clearly and concisely." Mildred Stafford, 3rd grade, Cincinnati, OH
5. (yes, a lot) "good sense of humor, explicit, good pace/appropriate vocabulary, interesting" Name not given, 4th grade, Brampton, ON
6. (yes, a little) "animation and actors/good mix; some doubts about what values we're teaching over and above economics: i.e., land use" Pauline Krayetski, S.L.D., Brampton, ON
7. (yes, a lot) "Program featured children and students appeared to be interested in the program." Delores Lively, 3rd grade, Cincinnati, OH
8. (yes, a lot) "Helps to explain difficult concepts to younger children." Marilyn Swander, 2nd grade, Cincinnati, OH
9. (yes, a lot) "It was entertaining and educational." Vicki Miller, 3rd grade, Riverdale, GA
10. (yes, a little) "It demonstrated opportunity cost well." Nancy Riegle, 2nd grade, Yorktown, IN
11. (yes, a lot) "It teaches students how to make good choices." Name not given, 2nd grade, College Park, GA
12. (yes, a lot) "It has good information." Name not given, 2nd grade, Morrow, GA
13. (yes, a lot) "Decision making problems were appropriate. Entertaining." Name not given, 3rd grade, Morrow, GA
14. (yes, a lot) "Reinforced and kept discussing the key points. Also gave relevant examples that students can relate to." Cherie Crisp, 3rd grade. Riverdale, GA2
15. (yes, a lot) "Using children to play main parts kept their interest. Used examples familiar to the children to get across valuable information. Added enough humor to make the program interesting." Susan Ray, 3rd grade, Riverdale, GA.

Question Two: Do you think the program was at the appropriate level for most of your students?

1. (yes, it was appropriate for most of my students) "Could be understood by all students." Madalyne Church, 3rd grade, Yorktown, IN

2. (yes, it was appropriate for most of my students) "Some terms seem a bit large—'opportunity cost.' Could these be simplified?" Name not given, 4th grade, Oakville, ON

3. (yes, it was appropriate for most of my students) "Students would need some background before use." Karen Johnson, 3rd grade, Cincinnati, OH

4. (yes, it was appropriate for most of my students) "A few of my low students might not have understood." Vicki Miller, 3rd grade, Riverdale, GA

5. (no, it was too advanced for most of my students) "Part about factory and shopping center nor as real to life situation for 2nd graders." Nancy Riegle, 2nd grade, Yorktown, IN

6. (yes, it was appropriate for most of my students) "Maybe a little advanced for some of the low-level students." Name not given, 2nd grade, Morrow, GA

Question Three: Did you see any opportunities in the program to integrate the basic skill area of language arts with the teaching of economics?

1. (yes) "good for problem solving (techniques), great for discussions" Name not given, 4th grade, Brampton, ON

2. (yes) "but more likely to fit in with problem solving" Pauline Krayetski, S.L.D., Brampton, ON

3. (yes) "extensions of activities; i.e., decision tree; write pros and cons of decisions" Name not given, 4th grade, Oakville, ON

4. (yes) "writing opportunities, drama—role playing" Delores Lively, 3rd grade, Cincinnati, OH

5. (yes) "Yes, I see it, but don't feel it adds to the economics concept." Marilyn Swander, 2nd grade, Yorktown, IN

6. (yes) "Creative Writing: lady in the lawn seeing the spin-off; furniture moving along without a person as kids were moving into clubhouse, etc.; write own economic program, etc. or make plans for own daily life." Gladys Grever, 4th grade, Cincinnati, OH

7. (yes) "Spelling words, vocabulary words, sequence." Vicki Miller, 3rd grade, Riverdale, GA

8. (yes) "Can incorporate language in any program." Nancy Riegle, 2nd grade, Yorktown, IN

9. (yes) "Writing problems of own situations." Name not given, 3rd grade, Morrow, GA

10. (yes) "vocabulary; composition." Cherie Crisp, 3rd grade, Riverdale, GA

Question Four: Did you see any opportunities in the program to integrate the basic skill area of mathematics with the teaching of economics?

1. "see #3" Name not given, 4th grade, Brampton, ON

2. "cost factor/problem solving" Pauline Krayetski, S.L.D., Brampton, ON

3. "adding costs of decisions—pro/con" Name not given, 4th grade, Oakville, ON

4. (yes) "Diagram furniture in clubhouse, estimate size of furniture and clubhouse." Delores Lively, 3rd grade, Cincinnati, OH

5. (yes) "Much more related. I was 'turned off' by the language arts activities." Marilyn Swander, 2nd grade, Yorktown, IN

6. (yes) "word problems" Vicki Miller, 3rd grade, Riverdale, GA

7. (yes) "many ways—money measurement, addition, subtraction, estimation." Nancy Riegle, 2nd grade, Yorktown, IN

8. (yes) "problem solving techniques" Name not given, 2nd grade, College Park. GA

9. (yes) "measurement." Name not given, 3rd grade, Morrow, GA

10. (yes) "This is in our math book. It talks about having only a certain amount of money and having to make choices." Cherie Crisp, 3rd grade, Riverdale, GA

Question Five: The program contained two points (indicated by the boxed logo at the top right-hand portion of the screen) at which the program could be stopped and you could discuss the material with your class. Do you think you would be likely to stop the program and discuss it with your class?

1. (yes) "I would go into the information in more detail. I would be trying to find out how much they understood." Nancy Hickel, 2nd grade, Yorktown, IN

2. (yes) "I would review the major point to be sure they had the understanding." Barbara McCoy, 3rd grade, Yorktown, IN

3. (yes) "depending on class understanding" Madalyne Church, 3rd grade, Yorktown, IN

4. (yes) "Probably; it would depend on their level of economic awareness." Mildred Stafford, 3rd grade, Cincinnati, OH

5. (yes) "probably—for further explanation if necessary" Name not given, 4th grade, Brampton, ON

6. (yes) "other issues of value; use of material resources; not all decision can be based on cost/scarcity" Pauline Krayetski, S.L.D., Brampton, ON

7. (yes) "What were the terms being used?" Name not given, 4th grade, Oakville, ON

8. "I didn't see the logo on the screen!" Delores Lively, 3rd grade, Cincinnati, OH

9. (yes) "those that were related to that segment" Marilyn Swander, 2nd grade, Yorktown, IN

10. (yes) "I would discuss the main idea of that portion of the show, to clarify and be sure children understand." Karen Johnson, 3rd grade, Cincinnati, OH

11. (yes) "how they would likely approach the problem...; get ideas, then proceed" Gladys Grever, 4th grade, Cincinnati, OH

12. (yes) "vocabulary words,what was happening at the time and why, what would they do?" Vicki Miller, 3rd grade, Riverdale, GA

13. (yes) "making good choices, how to compare the good and bad points of each choice before making a final decision." Name not given, 2nd grade, College Park, GA

14. (yes) "basic concepts brought up in the show." Name not given, 2nd grade, Morrow, GA

15. (yes) "vocabulary, decision making process, choices." Name not given, 3rd grade, Morrow, GA

16. (yes) "economic vocabulary, what choices our class might have made." Cherie Crisp, 3rd grade, Riverdale, GA

17. (yes) "choices and opportunity costs." Susan Ray, 3rd grade, Riverdale, GA

Question Six: The program was designed to cover the following objectives. Use the following scale to rate the coverage of the objectives in the program:

A = thoroughly covered
B = covered
C = covered poorly
D = not covered at all

Place one of the above letters, corresponding to your rating, next to each of the objectives listed below.

_____ People make choices that incur opportunity costs because resources are scarce.

_____ Opportunity cost is the one most valuable opportunity given up when a choice is made.

1. (DB) "Only two values were addressed." Pauline Krayetski, S.L.D., Brampton, ON

2. (AA) "I wondered whether the children were able to grasp the concept without 'intense' listening." Name not given, 4th grade, Oakville, ON

3. (AC) "At the end of each situation, the opportunity cost should be directly stated, 'The opportunity cost in this situation is _____.' The term was not used enough in the film, however, the number of situations was sufficient." Delores Lively, 3rd grade, Cincinnati, OH

4. (AA) "I have not done any economics yet this year." Marilyn Swander, 2nd grade, Yorktown, IN

5. (BB) "We have not had our economics lesson yet as a regular unit—later in the year." Nancy Riegle, 2nd grade, Yorktown, IN

Question Seven: What did you like most about the program?

1. "It was entertaining as well as very informative." Nancy Hickel, 2nd grade, Yorktown, IN

2. "It presented the ideas in a way that was interesting to children and informative." Marilyn Phillips, 3rd grade, Yorktown, IN

3. "Concepts were presented in an interesting and understandable way." Barbara McCoy, 3rd grade, Yorktown, IN

4. "Very interesting! Appropriate level for this group." Madalyne Church, 3rd grade, Yorktown, IN

5. "see #1" Name not given, 4th grade, Brampton, ON

6. "setting/use of dramatics, etc." Pauline Krayetski, S.L.D., Brampton, ON

7. "kids' humor, kids' dialogue" Name not given, 4th grade, Oakville, ON

8. "high interest level; Econ was an interesting character; humor, teacher's guide contains some helpful activities" Delores Lively, 3rd grade, Cincinnati, OH

9. "Repetition and graphics of the economic terms for better retention." Marilyn Swander, 2nd grade, Yorktown, IN

10. "Economic topics were related to children and situations that they any incur." Karen Johnson, 3rd grade, Cincinnati, OH

11. "seemed realistic enough" Gladys Grever, 4th grade, Cincinnati, OH

12. "It dealt with children and there was humor in it. It covered what it was supposed to." Vicki Miller, 3rd grade, Riverdale, GA

13. "The drawing to illustrate concepts concretely—parts that centered around things 2nd graders can relate to—decision tree." Nancy Riegle, 2nd grade, Yorktown, IN

14. "I especially liked the part of the program that dealt with how to look at an overall problem and that they have choices they can make in order to solve their problems." Name not given, 2nd grade, College Park, GA

15. "The show is paced just right, keeps the children's attention." Name not given, 2nd grade, Morrow, GA

16. "Topic on choice/decision making." Name not given, 3rd grade, Morrow, GA

17. "plenty of action; and the vocabulary and explanations are appropriate to grade level." Cherie Crisp, 3rd grade, Riverdale, GA

18. "Practical application to practical economic problems." Susan Ray, 3rd grade, Riverdale GA

Question Eight: What did you like least about the program?

1. "All parts were good." Madalyne Church, 3rd grade, Yorktown, IN

2. "Some concepts may be difficult for level 4." Name not given, 4th grade, Brampton, ON

3. "Lack of stress on equally important value judgements." Pauline Krayetski, S.L.D., Brampton, ON

4. "Kids seemed rude to me; no please or thank you used. Stealing the lunch sub was a bit inappropriate; not the behavior I would like to encourage." Name not given, 4th grade, Oakville, ON

5. "There were activities in the T. E. that I would not use because of the unrelated nature (my opinion). There is not enough time to use them all." Marilyn Swander, 2nd grade, Yorktown, IN

6. "You need to get other economic groups or classes of children in there, (not just white)." Vicki Miller, 3rd grade, Riverdale, GA

7. "Comparing factory and shopping center—felt that part wasn't as 'real life' to 2nd grade." Nancy Riegle, 2nd grade, Yorktown, IN

8. "The concepts may be a little too advanced." Name not given, 2nd grade, Morrow, GA

9. "The music was loud while Econ was talking." Name not given, 3rd grade, Morrow, GA

10. "The last scene, running around the table." Susan Ray, 3rd grade, Riverdale, GA.

Question Nine: Would you feel comfortable teaching a lesson based on this program to your class?

1. (yes, very comfortable) "Because it gave a lot of information to base a discussion on." Nancy Hickel, 2nd grade, Yorktown, IN

2. (yes, very comfortable) "I am familiar with the concepts and could use the film efficiently as a teaching tool." Mildred Stafford, 3rd grade, Cincinnati, OH

3. (yes, very comfortable) "explained well for me and my students" Name not given, 4th grade, Brampton, ON

4. (yes, sort of comfortable) "The concepts were not quite clear enough to carry on. A lot of dialogue would be necessary to 'ensure' all are on the same wave length." Oakville, ON

5. (yes, very comfortable) "Students appeared interested in program, and they usually respond positively to economic lessons." Delores Lively, 3rd grade, Cincinnati, OH

6. (yes, sort of comfortable) "Video helps illustrate points." Marilyn Swander, 2nd grade, Yorktown, IN

7. (yes, very comfortable) "The video helps to clarify the information. Children relate more now to visual stimulation; this helps them to understand better." Karen Johnson, 3rd grade, Cincinnati, OH

8. (yes, sort of comfortable) "I would need to research more on the subject." Vicki Miller, 3rd grade, Riverdale. GA

9. (yes, sort of comfortable) "Because concept is relatively east to be understood if taught on 2nd grade level. Based on things they can easily relate to." Nancy Riegle, 2nd grade, Yorktown, IN

10. (yes, very comfortable) "It teaches good critical thinking skills." Name not given, 2nd grade, College Park. GA

11. (yes, very comfortable) "Discussion/kids can relate to the problem." Name not given, 3rd grade, Morrow, GA

12. (yes, very comfortable) "because the video explains all the key points and all I need to do is plan some follow-up activities in conjunction with the teacher's guide." Cherie Crisp, 3rd grade, Riverdale, GA

Question Ten: Do you think the program was instructionally effective for your students?

1. (yes, very effective) "Yes, I feel it covered the material well." Nancy Hickel, 2nd grade, Yorktown, IN
2. (yes, very effective) "It is on their on level in terms they understand." Barbara McCoy, 3rd grade, Yorktown, IN
3. (yes, sort of effective) "The concept was explained—not well enough to be completely clear!" Name not given, 4th grade, Oakville, ON
4. (yes, very effective) "Students appeared to be listening." Delores Lively, 3rd grade, Cincinnati, OH
5. (yes, very effective) "They have made references to parts they had seen. Mentioned 'ECON'." Marilyn Swander, 2nd grade, Yorktown, IN
6. (yes, very effective) "Topics could be related and expanded upon. This would help them understand economics. These are things they don't usually think of." Karen Johnson, 3rd grade, Cincinnati, OH
7. (yes, sort of effective) "It covered the content it was dealing with." Vicki Miller, 3rd grade, Riverdale, GA
8. (yes, sort of effective) "This wasn't as interesting to them as the scarcity concept." Nancy Riegle, 2nd grade, Yorktown, IN
9. (yes, very effective) "they answered most of the questions asked. The kids asked when they could see more." Name not given, 3rd grade, Morrow, GA
10. (yes, very effective) "We are about to study government and decision making in government." Cherie Crisp, 3rd grade, Riverdale, GA

Question Eleven: Considering the many pressures on the curriculum and on your time, do you think you would be likely to use this program with your classes?

1. (probably) "We teach an economic unit during the year and I would use this during that time. I also feel it's important for kids to get a taste of Economics early in their lives." Nancy Hickel, 2nd grade, Yorktown, IN
2. (definitely) "Economics, if required by school system, which it probably will be. (probably not) if not required. We have so many things to fit into our curriculum as it is." Barbara McCoy, 3rd grade, Yorktown, IN
3. (probably) "depends on the topics being taught" Name not given, 4th grade, Brampton, ON
4. (probably not) "doesn't address issues relevant to my program, except for problem solving" Pauline Krayetski, S.L.D., Brampton, ON
5. (probably not) "The program would require some inservice to be thoroughly comfortable with the concepts. We would need a complete program before we would be comfortable." Name not given, 4th grade, Oakville, ON

6. (definitely) "It would be a part of our economics unit which is already in our curriculum." Delores Lively, 3rd grade, Cincinnati, OH

7. (probably) "It has become an assigned area for our system." Marilyn Swander, 2nd grade, Yorktown, IN

8. (probably) "Could be related to other subject areas, i.e., math." Karen Johnson, 3rd grade, Cincinnati, OH

9. (definitely) "the children do need to think about making important decisions in today's world." Gladys Grever, 4th grade, Cincinnati, OH

10. (probably) "especially if it dealt with another subject that was similar, (social studies)." Vicki Miller, 3rd grade, Riverdale, GA

11. (probably) "Probably, since it relates to scarcity which is one of the three concepts we teach in our 2nd grade curriculum for economics at our school." Nancy Riegle, 2nd grade, Yorktown,

12. (probably not) "It would be difficult to teach this with so many other things required and our time so limited." Name not given, 2nd grade, Morrow, GA

13. (probably) "Integrate with other subjects." Name not given, 3rd grade, Morrow, GA

14. (probably) "It is a good example of decision making. It could be used with a unit on money." Cherie Crisp, 3rd grade, Riverdale, GA

Question Twelve: If you would use the program, how much class time would you likely spend on the program and follow-up activities?

1. "probably several class periods" Nancy Hickel, 2nd grade, Yorktown, IN

2. "20–30 minutes" Marilyn Phillips, 3rd grade, Yorktown, IN

3. "Possibly one hour on this lesson, including the use of the video." Barbara McCoy, 3rd grade, Yorktown, IN

4. "3–5 days" Mildred Stafford, 3rd grade, Cincinnati, OH

5. "whatever time that's necessary" Name not given, 4th grade, Brampton, ON

6. "A) 2 periods (teach concepts) (demonstrate learning) = 40 minutes; B) incidental learning throughout the day," Name not given, 4th grade, Oakville, ON

7. "60 minutes" Delores Lively, 3rd grade, Cincinnati, OH

8. "Probably 30 minutes following the video program, i.e., two videos = 1 hour, etc." Marilyn Swander, 2nd grade, Yorktown, IN

9. "I would use several class periods on this and follow-up with economic problems (situations) for them to solve." Karen Johnson, 3rd grade, Cincinnati, OH

10. "30–45 minutes" Vicki Miller, 3rd grade, Riverdale, GA

11. "One class-time, one follow-up activity." Nancy Riegle, 2nd grade, Yorktown, IN

12. "50 minutes—and hour a week." Name not given, 2nd grade, College Park, GA

13. "possible 20 or 30 minutes" Name not given, 3rd grade, Morrow, GA

14. "Three days for 30 minutes." Cherie Crisp, 3rd grade, Riverdale, GA

15. "30 minutes." Susan Ray, 3rd grade, Riverdale, GA

Question Thirteen: What other comments, concerns, or criticisms do you have for the program?

1. "I enjoyed the program." Nancy Hickel, 2nd grade, Yorktown, IN

2. "very good!" Madalyne Church, 3rd grade, Yorktown, IN

3. "Provide more examples in the shows to solidify the concepts. Simplify the vocabulary. The character Econ was weak. He should have been more dramatic, enthusiastic, more of a 'character.' Kids love special effects, it catches their interest. This show had very few." Name not given, 4th grade, Oakville, ON

4. "The program could also be correlated with the values we are incorporating into our curriculum: respect for others; cooperating with others." Delores Lively, 3rd grade, Cincinnati, OH

5. "I would be interested in seeing more programs which stress: 1. Scarcity, 2. Productivity, 3. Exchange. These are the three objectives our school has chosen to teach kindergarten, 1st and 2nd grade students in our economic program." Nancy Riegle, 2nd grade, Yorktown, IN

6. "At some points, the show is too advanced." Name not given, 2nd grade, Morrow, GA

7. "None. The kids enjoyed it." Name not given, 3rd grade, Morrow, GA

8. "These simple concepts could be used in everyday situations that require choice making." Susan Ray, 3rd grade, GA

Appendix N:
Consortium/Council/Center Findings

Econ and Me
Reviewer Questionnaire
January 6, 1989

Name: _____
Title: _____
Agency: _____

Program #1, "Scarcity"

1. Did you like the program?

   73 yes, a lot
   19 yes, a little
   ___ no, not very much
   8 no, not at all

   Why?

2. What did you like **most** about the program?

3. What did you like **least** about the program?

4. Are there any content errors in the program?

   ___ yes 100 no

   If yes, please explain:

* All values in percent
** Due to rounding, all values do not equal 100

5. Are the two opportunities provided for teachers to pause during the program (indicated by the boxed logo in the upper-right-hand portion of the screen) appropriate?

   84 yes 16 no

   Comments:

6. Does the program provide adequate opportunities for teachers to integrate the basic skills of language arts and mathematics with the teaching of economics?

   100 yes ___ no

   Comments:

7. The objectives for the program are listed below. Use the scale below to rate the coverage of the objectives in the program.

   A= covered well
   B= covered
   C= covered poorly

   Place one of the above letters, corresponding to your rating, next to each of the objectives listed below.

   ___ To satisfy their wants, people use resources. A=65, B=35
   ___ When people cannot have everything they want, scarcity occurs. A=89, B=12
   ___ Scarcity requires choice. A=85, B=15

   Comments:

* All values in percent
** Due to rounding, all values do not equal 100

8. Are there any stereotypes or inappropriate portrayals in the program?

   18 yes 82 no

   If yes, please explain:

9. What other comments, concerns, or suggestions for the program do you have?

Teacher's Guide for Program #1, "Scarcity"

10. Is the amount of material in the draft guide for Lesson 1, "Scarcity," adequate for the lesson?

    25 no, too much material.
    75 yes, adequate amount of material.
    ____ no, not enough material.

    If no, please explain:

11. Is the material in the guide written at an appropriate level for second- and third-grade teachers?

    ____ no, too advanced
    100 yes, appropriate
    ____ no, too basic

    If no, please explain:

* All values in percent
** Due to rounding, all values do not equal 100

12. The guide contains a number of activities designed specifically to extend the lesson into language arts. Are these activities effective?

30 definitely
61 probably
9 not sure
____ probably not
____ definitely not

Comments:

13. The guide contains a number of activities designed specifically to extend the lesson into mathematics. Are these activities effective?

38 definitely
50 probably
12 not sure
____ probably not
____ definitely not

Comments:

14. Overall, will the guide material help second- and third-grade teachers to use student program #1, "Scarcity," effectively?

48 definitely
52 probably
____ not sure
____ probably not
____ definitely not

Comments:

* All values in percent
** Due to rounding, all values do not equal 100

15. What other comments, concerns, or suggestions do you have for the Lesson #1, "Scarcity," draft guide ?

Program #2, "Opportunity Cost"

16. Did you like the program?

72 yes, a lot
24 yes, a little
4 no, not very much
___ no, not at all

Why?

17. What did you like **most** about the program?

18. What did you like **least** about the program?

19. Are there any content errors in the program?

14 yes 86 no

If yes, please explain:

* All values in percent
** Due to rounding, all values do not equal 100

20. Are the two opportunities provided for teachers to pause during the program (indicated by the boxed logo in the upper-right-hand portion of the screen) appropriate?

91 yes 9 no

Comments:

21. Does the program provide adequate opportunities for teachers to integrate the basic skills of language arts and mathematics with the teaching of economics?

100 yes ___ no

Comments:

22. The objectives for the program are listed below. Use the scale below to rate the coverage of the objectives in the program.

A= covered well
B= covered
C= covered poorly

Place one of the above letters, corresponding to your rating, next to each of the objectives listed below.

___ When a choice is made, the opportunity cost of the thing chosen is one thing that is given up. A=80, B=16, C=4
___ The single most valuable opportunity given up when a choice is made is the opportunity cost. A=63, B=38
___ People make choices that incur opportunity costs because resources are scarce. A=83, B=17

Comments:

* All values in percent
** Due to rounding, all values do not equal 100

23. Are there any stereotypes or inappropriate portrayals in the program?

___ yes 100 no

If yes, please explain:

24. What other comments, concerns, or suggestions for the program do you have?

Teacher's Guide for Lesson#2, "Opportunity Cost"

25. Is the amount of material in the draft guide for Lesson 2, "Opportunity Cost," adequate for the lesson?

13 no, too much material
83 yes, adequate amount of material
4 no, not enough material

If no, please explain:

26. Is the material in the guide written at an appropriate level for second- and third-grade teachers?

4 no, too advanced
91 yes, appropriate
4 no, too basic

If no, please explain:

* All values in percent
** Due to rounding, all values do not equal 100

27. The guide contains a number of activities designed specifically to extend the lesson into language arts. Are these activities effective?

29 definitely
63 probably
4 not sure
____ probably not
4 definitely not

Comments:

28. The guide contains a number of activities designed specifically to extend the lesson into mathematics. Are these activities effective?

31 definitely
52 probably
13 not sure
4 probably not
____ definitely not

Comments:

29. Overall, will the guide material help second- and third-grade teachers to use student program #2, "Opportunity Cost," effectively?

44 definitely
39 probably
13 not sure
4 probably not
____ definitely not

Comments:

* All values in percent
** Due to rounding, all values do not equal 100

30. What other comments, concerns, or suggestions do you have for the Lesson #2, "Opportunity Cost," draft guide ?

Brochure Copy

31. Does the copy adequately represent issues and concerns facing an elementary school teacher who is considering teaching primary economics?

    100 yes _____ no

    If not, what other factors should be represented?

32. Does the copy depict the series as instructional content that is important for the target grades?

    100 yes _____ no

    Comments:

33. Does the copy convey the notion that the series can be implemented easily?

    96 yes 4 no

    Comments:

* All values in percent
** Due to rounding, all values do not equal 100

Packaging

34. Is the prototype packaging (the box) appropriate?

91 yes 4 no 4 not sure

Comments:

Overall

35. What other comments, concerns, or suggestions do you have for any of the components?

* All values in percent
** Due to rounding, all values do not equal 100

Appendix O:

Consortium/Council/Center Questionnaire Comments

Appendix O

Consortium/Council/Center Comments

Program #1: 'Scarcity'

Question One: Did you like the program?

1. (yes, a lot) "knowledge level; interest to children" Mary L. Collins, LeMoyne College, Syracuse, NY

2. (yes, a lot) "Approximately 150 second graders and six teachers viewed the tape. They were captivated from the onset. A review of the material in the tape showed the students understood the content, liked the context in which viewed. Teachers were pleased with the quality of the tape." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

3. (yes, a lot) "It is an appealing video for children, as well as an instructional aid that would be difficult to find elsewhere." Janie Homan, Juneau, AK

4. (yes, a lot) "The characters were believable. The pace was good. The concepts were presented in a clear manner." Jack C. Morgan, Kentucky Council on Economic Education

5. (yes, a lot) "very clear, amusing style" Phyllis Darling,

6. (yes, a lot) "Concepts were clear and Econ looked and acted like a reasonable character. (I was afraid of a Peewee Herman or some other weirdo)." Michael Kuhn, Florida Dept. of Education

7. (yes, a little) "The scenes which showed the use of basic skills—writing, measuring, etc. Repetition of the term scarcity was good." Cheryl Allen, Wichita, KS

8. (yes, a lot) "[more than a little but I wouldn't give it an A+] The 'cartoon' sequences were good and very well done. I had some trouble believing the children were as sophisticated as they were; they didn't seem quite spontaneous enough." Carol Adams, Maryland Council on Economic Education

9. (yes, a lot) "Children can identify with the situations; concepts are built well from an experience base; varied examples are shown to illustrate concepts; music and graphics grab attention; ECON, a pleasant character, builds interest and presents content nicely." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

10. (yes, a lot) "Instructionally sound. Provides a means for primary teachers to introduce economics." John Hail, Indianapolis, IN

11. (yes, a little) "It's clear and entertaining." Danielle Friedenberg, Maryland Instructional Technologies

12. (yes, a little) "Thought the beginning was slow. Children too old for primary children to relate to, except for maybe third graders. Very verbal for young children." Monica Thomas, Alaska Council

13. (yes, a little) "I hope children like it. I am cool on the idea of ECON who only the children can see. But given this idea and character it comes off okay. I hope the children like it." Bob Kimzey, North Carolina Dept. of Public Instruction

14. (yes, a lot) "was well done; ECON character was very good" Ross P. Daniel, LSU Center for Economic Education

15. (yes, a lot) "It was appealing as well as instructional. I watched both shows with a 5-1/2-year-old and an 8-year-old. They liked the character ECON and the children. They also were able to answer questions about the content." B. Meszaros, Delaware Chapter for Economic Education

16. (yes, a lot) "not too many ideas or concepts or terms at once" Jean Boucher, Rhode Island Center for Economic Education

17. (yes, a lot) "It clearly explained concept of scarcity." Carolyn R. Holleran, Pennsylvania Council on Economic Education

18. (yes, a little) "Careful presentation of content, which is difficult for young students." Mary Lou Hamill, New Jersey Network

19. (yes, a lot) "The concepts were explained in a relevant, meaningful context." Dorris Ketteman, Texas Education Agency

20. (yes, a lot) "Fast moving, practical/realistic simulation, decision making, current style (clothing), repetitive." Walter A. Verdon, Wright State University

21. (yes, a lot) "Gets across a sophisticated economic concept of a level that is appropriate for the primary grades using examples that will appeal to the children. **And** it concentrates on **one key** concept." Bob Harris, California State Department of Education

22. (yes, a lot) "Kid's level" Ted Scheinman, Oregon Council on Economic Education

23. (yes, a lot) "moved along smartly" G.F. Draayer, Idaho Council on Economic Education

Question Two: What did you like most about the program?

1. "introduction to 'ECON'" Mary L. Collins, LeMoyne College, Syracuse, NY

2. "It attracted the attention of 2nd graders with its characters and format. It contained the basic economic concept and it was well presented." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

3. "high interest for children, especially; child actors, watching drawings appear, humor" Janie Homan, Juneau, AK

4. "It directed the problem at something children of this age would be concerned about. They can relate easily." Jack C. Morgan, Kentucky Council on Economic Education

5. "the clear, entertaining presentation of a few key concepts" Phyllis Darling,

6. "Although intended for the lower grades, the program was not so childish that an adult could enjoy watching it." Michael Kuhn, Florida Dept. of Education

7. "short scenes—variety used to keep student interest/close-ups of basic skills (writing, measuring)/use of drawing" Cheryl Allen, Wichita, KS

8. "the cartoon [drawing] sequences" Carol Adams, Maryland Council on Economic Education

9. "The combination of positive features noted in response to Item 1 together make an informative, engaging program." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

10. "the ECON character (Jeremiah)/graphics being drawn on the screen while narration continued/the opportunities to pause and instruct" John Hail, Indianapolis, IN

11. "Not much! ECON is dull! (Add bright shirt, hat, logo, pin?) Setting is dull! Mom is always portrayed as negative person in script!" Monica Thomas, Alaska Council

12. "Points were/are clear." Bob Kimzey, North Carolina Dept. of Public Instruction

13. "ECON" Ross P. Daniel, LSU Center for Economic Education

14. "ECON" Polly Jackson, Arkansas State Council on Economic Education

15. "ECON's casting/character" Ruth Vernon, TV-Ontario [phone interview]

16. "The content came across in an appealing manner to kids. Plus, ECON was not 'preach' on screen as I thought he might be from reading the script." B. Meszaros, Delaware Chapter for Economic Education

17. "graphics/the artist's drawings as concepts explained" Jean Boucher, Rhode Island Center for Economic Education

18. "liked the children's part in the story, ECON" Carolyn R. Holleran, Pennsylvania Council on Economic Education

19. "Reinforcement of concepts through actual experiences, drawings, discussion. This 'overlearning' was important for children to fully understand" Dorris Ketteman, Texas Education Agency

20. "Mixture of people and cartooning" Walter A. Verdon, Wright State University

21. "Based on what kids seem to watch—having an imaginary friend is appealing to kids. Also the solutions to problems are realistic and would probably be reached by most kids themselves" Joel Hausler, Tennessee Council on Economic Education

22. "Gets across a sophisticated economic concept of a level that is appropriate for the primary grades using examples that will appeal to the children. **And** it concentrates on **one key** concept." Bob Harris, California State Department of Education

23. "Problems kids can relate to" Ted Scheinman, OR Council on Economic Education

24. "Choices seemed plausible." William C. Kerby, California State University, Sacramento

25. "imaginative" G.F. Draayer, Idaho Council on Economic Education

Question Three: What did you like least about the program?

1. "the coloring-in **continually**, especially the faces of the students in the tape (causes unnecessary attention to the fact only one black is featured) When done more than once (the first time with hats and faces (kids') is appropriate to show concept of scarcity. Otherwise, the students loved to watch the drawings and it is a nice feature to keep the attention of the students." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

2. "the unsolved problem at the end of 'Scarcity'" Janie Homan, Juneau, AK

3. "the lack of time between segments" Jack C. Morgan, Kentucky Council on Economic Education

4. "Our little actors were a trifle self-conscious." Phyllis Darling,

5. "Some of the drawing sequences seemed to take forever (this may just be my bias)." Michael Kuhn, Florida Dept. of Education

6. "More action needed in some scenes. For teachers who aren't familiar with the series, the little logo box which is used to signal discussion may not make sense. I think most teachers know when to stop for discussion without signal." Cheryl Allen, Wichita, KS

7. "lack of a sense of spontaneity int he children; introduction of terms (economics, resources) without adequate explanation, yet the children acted as though they had heard them all of their lives." Carol Adams, Maryland Council on Economic Education

8. "Some scenes the children were overacting, which made them less believable as characters. I don't think it is as good as program #2. I would like the first episode to be a real attention-getter." John Hail, Indianapolis, IN

9. "I felt there was a problem in the timing of ECON's popping in and out of sight sequence. It looked awkward, unpolished." Danielle Friedenberg, Maryland Instructional Technology

10. "Still don't like the idea of a secret friend. Will not provide any point of reference for other kinds of students. How about an American Indian or oriental? Snow, water, mountains, etc. Very suburban perspective. Won't help inner city or rural kids. These kids need the concepts the most." Monica Thomas, Alaska Council

11. "The opening, but I guess it's okay." Bob Kimzey, North Carolina Dept. of Public Instruction

12. "Making a special point to color the black child's cartoon face." Ross P. Daniel, LSU Center for Economic Education

13. "The kids (actors) were somewhat obnoxious." Ruth Vernon, TV-Ontario, [phone interview]

14. "the boy arguing with his mother" Jean Boucher, Rhode Island Center for Economic Education

15. "not sure about beginning with phony looking artist—that could be skipped—not at all related to the script" Carolyn R. Holleran, Pennsylvania Council on Economic Education

16. "The racial and sex spread seems contrived. Girls and boys of that age usually hate each other." Mary Lou Hamill, New Jersey Network

17. "Too long for lower grades (1 and 2) ????????" Walter A. Vernon, Wright State University

18. "Picky but ***Econ and Me*** doesn't seem to encourage good grammar—I realize we say you and me very often but that doesn't make it right. A small point I'm sure" Joel Hausler, Tennessee Council on Economic Education

19. "The name 'ECON!'" Dorris Ketteman, Texas Education Agency

20. "The acting didn't seem natural, but I realize that these were very young children" Bob Harris, California State Department of Education

21. "The use of terminology, the **title**" Ted Scheinman, OR Council on Economic Education

22. "Are the characters too old for first and second graders?" G.F. Draayer, Idaho Council on Economic Education

Question Four: Are there any content errors in the program?

1. (no) "that I spotted for this age group" Mary L. Collins, LeMoyne College, Syracuse, NY

2. [don't know] "I am not trained in economics, but it certainly appeared accurate." Michael Kuhn, Florida Dept. of Education

3. (no) "[given the JCEE scope and sequence] Some economists may be uncomfortable with the definition of scarcity." John Hail, Indianapolis, IN

Question Five: Are the two opportunities provided for teachers to pause during the program (indicated by the boxed logo in the upper-right-hand portion of the screen) appropriate?

1. (yes) "nice touch/most educational videos do not do this" Mary L. Collins, LeMoyne College, Syracuse, NY
2. (yes) "However, since this was a preview film, we did not pause." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE
3. (no) "The pause should be a little longer." Jack C. Morgan, Kentucky Council on Economic Education
4. (no) "I didn't see them." Phyllis Darling,
5. (yes) "It's OK. My feeling is the good teacher doesn't need the prompt and the poor one will ignore it." Michael Kuhn, Florida Dept. of Education
6. (no) "I think they're more of a distraction." Cheryl Allen, Wichita, KS
7. (yes) "I really like them. Using them will strengthen instruction." John Hail, Indianapolis, IN
8. (yes) "I guess so. I'm not sure teachers will pause and discuss. When I do this during a program, it always seems to throw the viewers off." Bob Kimzey, North Carolina Dept. of Public Instruction
9. (no) "First stop in program one, Scarcity, should be after the entire living room scene before the kids go into the backyard." Polly Jackson, Arkansas State Council on Economic Education
10. "Liked these pauses, maybe in different places." Ruth Vernon, TV-Ontario, [phone interview]
11. (yes) "I thought they'd be distracting but they don't seem to be and the children who watched it with me didn't even notice them." B. Meszaros, Delaware Chapter for Economic Education
12. (yes) [Stress the boxed logo feature more] Jean Boucher, Rhode Island Center for Economic Education
13. (yes) "excellent idea" Mary Lou Hamill, New Jersey Network
14. (yes) "use will vary with teachers" Walter A. Vernon, Wright State University
15. (yes) "Didn't notice them at first" Ted Scheinman, OR Council on Economic Education

Question Six: Does the program provide adequate opportunities for teachers to integrate the basic skills of language arts and mathematics with the teaching of economics?

1. (yes) "Like any program, creative teachers will do more and see lots of opportunities for integration as economics (topics/scarcity and opportunity cost) are an integral part of total curriculum." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE
2. (yes) "I'm not sure about language arts, but certainly mathematics opportunities are there. (I've changed my mind—there certainly is vocabulary development)." Michael Kuhn, Florida Dept. of Education

3. (yes) "if the supplemental lessons are used" Carol Adams, Maryland Council on Economic Education

4. (yes) "One problem is that teachers may believe they are expected to do all activities following the video. The guide needs to remind them to select activities of importance given their priorities among objectives and children's needs." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

5. "not sure" Monica Thomas, Alaska Council

6. (yes) "Here you refer to suggestions in the teacher's guide, right? (I do not like the phonics section)." Bob Kimzey, North Carolina Dept. of Public Instruction

7. (yes) "These are not clear from video and need to be addressed in guide." B. Meszaros, Delaware Chapter for Economic Education

8. (yes) "I'm not sure of the rationale for activity 8, Fraction Cookies." Jean Boucher, Rhode Island Center for Economic Education

9. (yes) "Could have used math exercise in building clubhouse" Ted Scheinman, OR Council on Economic Education

10. (yes) "Math—sources and uses of resources is covered by teacher's guide for part I. Language Arts—have students select a story they've read which shows that tough choices had to be made. *Old Yeller*—opportunity cost to have other animals and humans." William C. Kerby, California State University, Sacramento

Question Seven: The objectives for the program are listed below. Use the scale below to rate the coverage of the objectives in the program.

A = covered well
B = covered
C = covered poorly

Place one of the above letters, corresponding to your rating, next to each of the objectives listed below.

_____ **To satisfy their wants, people use resources.**

_____ **When people cannot have everything they want, scarcity occurs.**

_____ **Scarcity requires choice.**

1. (AAA) "It was an informative program for me personally." Michael Kuhn, Florida Dept. of Education

2. (BBB) "The video must be used in conjunction with supplemental lessons. Just showing the video, even with discussion, is not enough." Carol Adams, Maryland Council on Economic Education

3. (AAA) "covered well, but not exciting!" Monica Thomas, Alaska Council

4. (AAA) "Lots of integration capabilities" Ruth Vernon, TV-Ontario, [phone interview]

5. (BAA) "**Wants** wasn't stressed, but scarcity certainly was." Jean Boucher, Rhode Island Center for Economic Education

6. (AAA) "Well done!" Dorris Ketteman, Texas Education Agency

Question Eight: Are there any stereotypes or inappropriate portrayals in the program?

1. "Mom is cleaning—OK, but many moms would have had suggestions on where else to play or suggest that they think of what else to play." Mary L. Collins, LeMoyne College, Syracuse, NY

2. (no) "good group of children" Cheryl Allen, Wichita, KS

3. "Does it matter that the actors appear older and have skills (i.e., skills to build the clubhouse) that primary students may not have?" John Hail, Indianapolis, IN

4. (yes) "Mom is a stereotype." Danielle Friedenberg, Maryland Instructional Technology

5. (yes) "Again, calling attention to the black child in the cartoon segment where they make the list." Ross P. Daniel, LSU Center for Economic Education

6. (yes) "colored one cartoon face 'orange' Mr. Econ was a little 'dopey looking'" Walter A. Verdon, Wright State University

7. (?) "I'm not sure about shading in the drawing of the black child's face to illustrate the scarcity of hats. Perhaps that needs to be explored" Dorris Ketteman, Texas Education Agency

8. (yes) "Mother plays a June Cleaver role. Where's Ward?" William C. Kerby, California State University, Sacramento

Question Nine: What other comments, concerns, or suggestions for the program do you have?

1. "I had limited time to view the video, so I had my third grade class view both segments. Most of the comments are really their comments. They enjoyed and learned from the video, but they didn't care for the ending. Strongest term recall following video; scarcity, economics, choices." Janie Homan, Juneau, AK

2. "A very useful tool for teaching key economic concepts to elementary students." Phyllis Darling,

3. "Logo is interesting and should catch the attention of teachers and students." Cheryl Allen, Wichita, KS

4. "I have not other comments, concerns, or suggestions. I'm quite pleased with what I see." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

5. "As mentioned on first page, boring, narrow in visual perspective. Kids spend their time in the backyard for the most part. Why not give other examples from different cultural perspectives within the programs themselves? 1) farm, mountains 2) arctic, tropics 3) different language base 4) etc." Monica Thomas, Alaska Council

6. "Reactions of children needed. What do children think in a real classroom/teaching situation?" Bob Kimzey, North Carolina Dept. of Public Instruction

7. "Sean uses incorrect grammar in two places: 'We know there's five of us.' and 'There's some cardboard boxes in the garage.'" Polly Jackson, Arkansas State Council on Economic Education

8. "Sluggish start—until ECON appears." Jean Boucher, Rhode Island Center for Economic Education

9. "It is very suburban. What about urban and rural populations?" Carolyn R. Holleran, Pennsylvania Council on Economic Education

10. "I liked the presentation very much. Very effective for teaching students **and** teachers. I think the program could be effectively used through the 5th grade" Dorris Ketteman, Texas Education Agency

11. "The decision tree is a good idea but the good/bad choices might be listed in words as well as a smiley/frowning face. This part of the decision process is important and the idea of listing choices or alternatives need to be reinforced. Could be introduced earlier (for #2 video) Joel Hausler, Tennessee Council on Economic Education

12. "Covered wood, hammer, etc...But nothing to hold it together (e.g. nails, glue...)" Walter A. Verdon, Wright State University

13. "I don't really like the choice of music" Ted Scheinman, OR Council on Economic Education

14. "All of the kids' work fails. Unseen adults replace the children's efforts. Suggest an edit showing kids helping in the assembly of the final clubhouse. P. S. (1) Bob Villa and Norm Abrams would recommend use of goggles while sawing. (2) Rather than show tightly assembled house which apparently does not depend upon the frame of the swing, show eclectic materials that really depend upon the swing for rigidity." William C. Kerby, California State University, Sacramento

Teacher's Guide for Program #1: 'Scarcity'

Question Ten: Is the amount of material in the draft guide for Lesson 1, 'Scarcity,' adequate for the lesson?

1. (yes, adequate amount of material) "In fairness, it is necessary to actually use these in conjunction with the program. time has not all;owed for that. I will be glad to comment later after use." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

2. (yes, adequate amount of material) "I would hope the teachers would develop some of their own creative activities since they know their students." Mary L. Collins, LeMoyne College, Syracuse, NY

3. (yes, adequate amount of material) "Though most teachers will use only some of the activities." Michael Kuhn, Florida Dept. of Education

4. (yes, adequate amount of material) "A good variety of materials for teachers. They can 'pick and choose.'" Cheryl Allen, Wichita, KS

5. (no, too much material) "In the current form the materials are overwhelming. The problem is easily corrected. Simply note by symbol which activities are optional and which are fundamental to the lesson." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

6. (no, too much material) "There seems to be a big difference in the range of quality in the activities. It may be worth eliminating the activities with undirected objectives or of mediocre quality. EXAMPLE: Activity 9, p. 20, does not reinforce concept of scarcity enough to merit the work involved in preparing for it; Activity 8, p. 18 and Activity 7, these are excellent; Activity 3, p. 10, is not substantial or direct enough in its objective (objectives could be taken care of in activity 4, p. 11)." Danielle Friedenberg, Maryland Instructional Technology

7. (no, too much material) "Some of the activities are long. I would rather see less activities of high quality." B. Meszaros, Delaware Chapter for Economic Education

8. (no, too much material) "I realize that teachers are not expected to do all of the lessons, but it seems that some are 'stretching the point' to include concepts from the skills matrix." Jean Boucher, Rhode Island Center for Economic Education

9. (yes, adequate amount of material) "will vary by teacher" Walter A. Verdon, Wright State University

10. (no, too much material) "Teachers need to realize they can pick and choose. Perhaps the materials can be organized by category. The materials (activities) are excellent and there are plenty of them to choose from. Teachers, who are always rushed should not feel obligated to read each activity before making a choice." G.F. Draayer, Idaho Council on Economic Education

Question Eleven: Is the material in the guide written at an appropriate level for second- and third-grade teachers?

1. (yes, appropriate) "Provides enough explanation for teachers who are not familiar with teaching concepts in Economics to feel comfortable." Jack C. Morgan, Kentucky Council on Economic Education

2. (yes, appropriate) "Though it will probably challenge many of them. They might as well learn the correct terms from the start." Michael Kuhn, Florida Dept. of Education

3. "not sure, but I think so" Carol Adams, Maryland Council on Economic Education

4. (yes, appropriate) "Only problem is on p. 5. The first bullet does not convey its point clearly." Danielle Friedenberg, Maryland Instructional Technology

5. (yes, appropriate) "I think this material could be expanded to grades 4 and 5" Dorris Ketteman, Texas Education Agency

6. (no box checked) "Seems to be appropriate for grade level. Varied enough to keep students from being bored—and to allow teachers to pick and choose" Joel Hausler, Tennessee Council on Economic Education

7. (yes, appropriate) "Distinction between shortage and scarcity uses market price on page 5. Where is this concept explained to the teacher? Could a more general explanation, not limited to price system be substituted here?" William C. Kerby, California State University, Sacramento

Question Twelve: The guide contains a number of activities designed specifically to extend the lesson into language arts. Are these activities effective?

1. (definitely) "This is vital so that elementary teachers can see that they do not have to add economics in an already crowded curriculum. It can be used to teach within the content already in place." Mary L. Collins, LeMoyne College, Syracuse, NY

2. (probably) "It is necessary to use these with students before assessing their real value." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

3. (probably) "very similar to lessons that currently exist in language arts programs" Cheryl Allen, Wichita, KS

4. (definitely) "See my reaction about Activity 10 noted below in Item 15. I worry a bit about Activity 5; it may distract some teachers from important ideas in the series. Some teachers place too much emphasis on phonetic rules and parts of speech. Still, I don't object to the activity as it is." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

5. (probably) "This is not my expertise." Monica Thomas, Alaska Council

6. (probably) "Don't use the phonics ideas." Bob Kimzey, North Carolina Dept. of Public Instruction

7. (probably) "Some seem long such as writing silly scarcity questions." B. Meszaros, Delaware Chapter for Economic Education

8. (probably) "Page 10, 'sentence stretching' needs more guidelines: have students add words that answer which? what kind of? how many? whose? where? when? how? Page 12 's sound lesson okay." Jean Boucher, Rhode Island Center for Economic Education

9. (probably) "I have scheduled sometime to field test but will not be able to before this report is due" Joel Hausler, Tennessee Council on Economic Education

10. (no box checked) "Scarcity Search, obverse side of page 9 (student handout 1), needs to have assumptions stated. Does each person want only one (or none) of the objects shown? A common error is to match each person with a cookie—which is not done on page 8." William C. Kerby, California State University, Sacramento

Question Thirteen: The guide contains a number of activities designed specifically to extend the lesson into mathematics. Are these activities effective?

1. (probably) "Teacher will want to modify, extend activities that relate with curriculum objectives being taught at a given time." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

2. (probably) "Handouts could be more attractive." Jack C. Morgan, Kentucky Council on Economic Education

3. (maybe) "I thought the best activity was the scarcity search. The others seemed weak to me." Cheryl Allen, Wichita, KS

4. (definitely) "Our department's math consultant looked at the math lesson. Her comment: 'Looks good.'" Warren Solomon, Missouri Dept. of Elementary and Secondary Education

5. (probably) "This is not my expertise." Monica Thomas, Alaska Council

6. (not sure) "Some seem involved and don't relate to content of program. Add a math lesson related to measurement of clubhouse." B. Meszaros, Delaware Chapter for Economic Education

7. (not sure) "Fraction Cookies lesson (??)" Jean Boucher, Rhode Island Center for Economic Education

8. (not sure) "My concern from #12 remains. What is the meaning of 3 people < 4 cookies?" William C. Kerby, California State University, Sacramento

9. "well done" G.F. Draayer, Idaho Council on Economic Education

Question Fourteen: Overall, will the guide material help second- and third-grade teachers to use student program #1, 'Scarcity,' effectively?

1. (definitely) "[if teachers read the guide well and make good choices] The guide is well done for this lesson." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

2. (probably) "I find the format of the guide confusing. When I used the program with students they didn't like stopping the program. It broke up the continuity. When I showed the entire program and then asked the questions. I found it confusing when skipping around in the guide for 3 sets of questions." B. Meszaros, Delaware Chapter for Economic Education

3. (probably) "Page 5, 'money prices' redundant; page 8, 'scarcities' could be read, 'scarcity situations' or 'scarcity problems.'" Jean Boucher, Rhode Island Center for Economic Education

4. (definitely) "Very well done—particularly good is the 'notes' section—these are common mistakes made by students **and** their teachers. Just one suggestion—to reinforce in the 'scarcity search' handout the notion that scarcity can result if 'three children want several cookies and there were only four cookies' (Pg. 8), you could add a note to the teacher. In item #1, ice cream appears to be scarce—what if it was **pickle** ice cream? Would it still be scarce. Or what if the 2 people are allergic to milk? Need to acknowledge that scarcity not just number of items versus number of people. See attached editorial—one student want up to 9 cookies. Cookies are scarce if there are fewer than 9 available" Bob Harris, CA State Department of Education

5. (definitely) "Use in grades in 4–5 as well" Dorris Ketteman, Texas Education Agency

Question Fifteen: What other comments, concerns, or suggestions do you have for the Lesson #1, 'Scarcity,' draft guide ?

1. "I thought there were plenty of choices, but lots of reading. I'm sure your final will be graphically appealing and quick to consult for a teacher making activity choices." Janie Homan, Juneau, AK

2. "Lesson #1—Content Points-Notes. The first paragraph under notes deals with the term rare. According to the *Standard College Dictionary* (Harcourt) rare is a synonym for scarcity. I suggest you omit this entire section." Cheryl Allen, Wichita, KS

3. "On page 21, the definitions of **fact** and **opinion** are not good ones. For the definition of **fact** remove **'or false'** from your statement. For the definition of **opinion**, change as follows: **'An opinion is a statement that expresses a person's judgment about something or a belief that rests on grounds insufficient to produce certainty.'"** Warren Solomon, Missouri Dept. of Elementary and Secondary Education

4. "I wish I would have shared this with some primary teachers to get their input. Prices need to be more realistic/Activity 7, it's hard to take a friend for pizza or buy a cassette for $5.00." John Hail, Indianapolis, IN

5. "Activity 8, p. 18, the third, fourth, and fifth paragraphs need to be made clearer. For both lesson's activity guides: Because the text of the activities is so lengthy, I suggest that a brief synopsis of the objective and the amount of time/materials involved to prepare for the activity be presented in one or two lines at the beginning. Otherwise, a teacher has to wade through a large amount of text before getting a clear feel for what the activity involves." Danielle Friedenberg, Maryland Instructional Technology

6. "Add examples to teacher guide from different perspectives. Easy to do!" Monica Thomas, Alaska Council

7. "Sonya's choice, p. 16, should be used teach opportunity cost." B. Meszaros, Delaware Chapter for Economic Education

8. "I really like the following activities: #6, #7, #11, #12." Jean Boucher, Rhode Island Center for Economic Education

9. "From the feedback I get from teachers, the most effective activities allow students hands on or participating time to activity involve the learner" Joel Hausler, Tennessee Council on Economic Education

10. "I like the variety of activities (hands-on) and the cooperation learning groups" Dorris Ketteman, Texas Education Agency

11. "Very effective use of Nursery Rhymes is suggested on page 14. Like activities of the site tour of school to identify resources. Experimental learning on page 18 should work well!" William C. Kerby, California State University, Sacramento

12. "Color code activities to make the effort of choosing appear to be less formidable a task; otherwise, all is well (excellent)." G.F. Draayer, Idaho Council on Economic Education

Program #2: 'Opportunity Cost'

Question Sixteen: Did you like the program?

1. (yes, a lot) "I liked being able to study opportunity cost from what was happening in their lives to the community." Mary L. Collins, LeMoyne College, Syracuse, NY

2. (yes, a lot) "Again, the students were attentive, interested (not a sound except from the tape). The children, topic and format of the tape kept them involved in watching, listening to the very end (there were some laughs, though)." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

3. (yes, a lot) "My class really enjoyed the video, and it sure held their attention. they did have trouble recalling the term 'opportunity cost' at the end of the video, but I had not done prep. either. Strongest term recall; scarcity, limited resources, choice. I felt that both videos were well done, appealing, good review and all in all, a strong program for teaching economics. We also loved the sun, short sleeves and green grass!)" Janie Homan, Juneau, AK

4. (yes, a little) "The concepts were clear, but I didn't like the examples used in the decision-making tree. Why a shopping center or a factory and not a park or museum?" Phyllis Darling,

5. (yes, a lot) "see comments on Scarcity" Michael Kuhn, Florida Dept. of Education

6. (yes, a little) "I think children will like this film. there was more action. The music was catchy, too." Cheryl Allen, Wichita, KS

7. (yes, a little) "more than a little, but not a lot" Carol Adams, Maryland Council on Economic Education

8. (yes, a lot) "See comments in response to Question 1. I also liked the fast-motion video of students moving furniture and the scenes of ECON, invisible, involved in moving furniture." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

9. (yes, a lot) "entertaining, will hold children's attention/instructionally sound" John Hail, Indianapolis, IN

10. "Same comments as for #1; very urban/suburban, very verbal, generally boring, limited visual perspective, kids look too old." Monica Thomas, Alaska Council

11. (yes, a lot) "same as for program #1" B. Meszaros, Delaware Chapter for Economic Education

12. (yes, a little) "example removed from students scope" Ted Scheinman, OR Council on Economic Education

13. (yes, a lot) "Brought forth idea that choices must be made **and** lived with. Criteria needs to be emphasized—not hurried through—though this could be done by the teacher" Joel Hausler, Tennessee Council on Economic Education

14. (yes, a lot) "Concepts were explained in a meaningful context" Dorris Ketteman, Texas Education Agency

15. (yes, a lot) "good flow" G.F. Draayer, Idaho Council on Economic Education

Question Seventeen: What did you like most about the program?

1. "It really is appropriate for age group for which it is geared." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

2. "Again, the problems related to the age group." Jack C. Morgan, Kentucky Council on Economic Education

3. "Loved the twilight zone effect. The kids will, too." Phyllis Darling,

4. "group of children/good use of minorities Humor was evident and the kids would enjoy the scenes with the water hose and clubhouse." Cheryl Allen, Wichita, KS

5. "the continual changes of pace to keep the children's interest" Carol Adams, Maryland Council on Economic Education

6. "the mix of solid content and humor" Warren Solomon, Missouri Dept. of Elementary and Secondary Education

7. "graphics/repetition; decision tree; the children (actors) were more believable" John Hail, Indianapolis, IN

8. "clear as you could make the script" Bob Kimzey, North Carolina Dept. of Public Instruction

9. "Invisible ECON carrying the furniture." Ross P. Daniel, LSU Center for Economic Education

10. "same as for program #1. Animation for both programs is good." B. Meszaros, Delaware Chapter for Economic Education

11. "graphics, artist, humor of special effects when moving furniture" Jean Boucher, Rhode Island Center for Economic Education

12. "explanation of opportunity cost, ECON, humor" Carolyn R. Holleran, Pennsylvania Council on Economic Education

13. "Excellent way to show cost as a concept much broader than merely $$. Lost space is a real cost! Decision tree is a nice touch also" Bob Harris, CA State Department of Education

14. "humor" Ted Scheinman, OR Council on Economic Education

15. "Background music appropriate, special effects appropriate, kids like to outwit adults" Walter A. Verdon, Wright State University

16. "Decision tree and decision process a good idea. Opportunity for teachers to stop video and talk about what has just happened" Joel Hausler, Tennessee Council on Economic Education

17. "Reinforcement of concepts; use of decision tree" Dorris Ketteman, Texas Education Agency

18. "ECON seems to be much more comfortable with the kids than in #1 and vice versa. There's action in seeking furniture and in force fitting it." William C. Kerby, California State University, Sacramento

19. "action" G.F. Draayer, Idaho Council on Economic Education

Question Eighteen: What did you like least about the program?

1. "see #3" Jack C. Morgan, Kentucky Council on Economic Education

2. "The question of land usage was not appealing to a young group." Phyllis Darling,

3. "The decision tree. For some students this would be too busy. Perhaps there are too many things on it and they're distracting (from the lesson)." Cheryl Allen, Wichita, KS

4. "the explanation of how ECON decided the town should have a factory instead of a shopping mall; the illustrations of using the decision tree were very simplistic, especially in the factory vs. shopping mall case" Carol Adams, Maryland Council on Economic Education

5. "I felt that the music was too loud in comparison to the audio in the segment where ECON is running his construction company." Danielle Friedenberg, Maryland Instructional Technology

6. "Music was too loud on the decision tree segment for Hamilton City." Ross P. Daniel, LSU Center for Economic Education

7. "city planning segment/children could relate better to a classroom, school, or playground space planning problem" Jean Boucher, Rhode Island Center for Economic Education

8. "decision tree idea not very clear/relationship of ECON's decision making and the children's problem is not clear" Carolyn R. Holleran, Pennsylvania Council on Economic Education

9. "Too long" Ted Scheinman, OR Council on Economic Education

10. "Use of faces was confusing; decision making tree too brief; three smiling faces to two?? Elaborate graphics relative to content; Beef up decision making tree" Walter A. Verdon, Wright State University

11. "Lot of material to digest—need to emphasize that some teachers may need to stop and debrief students" Joel Hausler, Tennessee Council on Economic Education

12. "ECON made true recommendation for a factory and based the decision on number of jobs. Misleads students by oversimplifying. In clubhouse, the bookcase deserves a frowning face for occupying space—it's not all smiles." William C. Kerby, California State University, Sacramento

13. "A bit pedantic in places but OK." G.F. Draayer, Idaho Council on Economic Education

Question Nineteen: Are there any content errors in the program?

1. "I think the terms: advantages, disadvantages should be used in place of good or bad things about the choices. Or even benefit/costs could be used. 2nd and 3rd graders are familiar with the words: advantages/disadvantages." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

2. (yes) "The program implied that cities build factories and shopping malls rather than private developers." Phyllis Darling,

3. (yes) "ECON becomes an economic czar. The market could be introduced. Private investors bid for scarce space and profits—not maximizing jobs—probably should be cited as the prime reason that factories beat the alternatives. Kids deserve straight answers and explanations and this part falls short of that objective." William C. Kerby, California State University, Sacramento

Question Twenty: Are the two opportunities provided for teachers to pause during the program (indicated by the boxed logo in the upper-right-hand portion of the screen) appropriate?

1. (yes) "Needs to be a longer pause." Jack C. Morgan, Kentucky Council on Economic Education

2. (no) "Again, I didn't see them." Phyllis Darling,

3. "see comments on Scarcity" Michael Kuhn, Florida Dept. of Education

4. (no) "I don't think the boxes are necessary. In fact, some teachers may not realize their purpose." Cheryl Allen, Wichita, KS

5. "same as #5" Bob Kimzey, North Carolina Dept. of Public Instruction

6. "Varies by teacher" Walter A. Verdon, Wright State University

7. "Maybe three stops—with an audio beep as well as the logo. A good place to stop would be before they start collecting furniture—then perhaps again after they try to fit it all in. There does not seem to be a lead in for the pause—in the film. I would emphasize the breaks in the teachers guide so teacher's preview the breaks and plan accordingly" Joel Hausler, Tennessee Council on Economic Education

Question Twenty-one: Does the program provide adequate opportunities for teachers to integrate the basic skills of language arts and mathematics with the teaching of economics?

1.(yes) "probably" Michael Kuhn, Florida Dept. of Education

2.(yes) "with guidance/suggestions" John Hail, Indianapolis, IN

Question Twenty-two: The objectives for the program are listed below. Use the scale below to rate the coverage of the objectives in the program.

A = covered well
B = covered
C = covered poorly

Place one of the above letters, corresponding to your rating, next to each of the objectives listed below.

_____ When a choice is made, the opportunity cost of the thing chosen is one thing that is given up.

_____ The single most valuable opportunity given up when a choice is made is the opportunity cost.

_____ People make choices that incur opportunity costs because resources are scarce.

1. "same as for scarcity" Mary L. Collins, LeMoyne College, Syracuse, NY

2. (AAA) "The term **economic problems** is never defined, so that if students are faced with that terminology without the familiar terms learned in the program, they may not know its meaning." Danielle Friedenberg, Maryland Instructional Technology

3. (AAA) "Covered well, but not exciting." Monica Thomas, Alaska Council

4. (CAA) "the opportunity cost is the most valuable opportunity—not just any others that are given up" Jean Boucher, Rhode Island Center for Economic Education

5. (B+AB) "Film misses the reinforcement of ***Trade-offs*** #1. Would like to have seen the furniture placed in the clubhouse, need to see arrangement from inside" Walter A. Verdon, Wright State University

6. (BB_) "The 'old decision' tree seems to have only two branches—students can be asked if they should go with the majority opinion, e.g. Jennifer's loss of the swing. P. S. Central Park wouldn't meet Hamilton City's tests of best use of space. I like the paired options on page 31, however, land use decision might be eliminated or balanced with Dr. Seuss' Trutula Trees." William C. Kerby, California State University, Sacramento

Question Twenty-three: Are there any stereotypes or inappropriate portrayals in the program?

1. (no box checked) "Perhaps one shot should depict apartment dwellers contributing to the kids' cause. Only single family homes are shown (with yards)." William C. Kerby, California State University, Sacramento

Question Twenty-four: What other comments, concerns, or suggestions for the program do you have?

1. "I would ditch the first part on land usage and stick to the furniture-in-the-clubhouse segment." Phyllis Darling,

2. "More movement and humor made this film more interesting and fun to watch. I think it will appeal to kids." Cheryl Allen, Wichita, KS

3. "Because I liked the program as is, I have no special suggestions. Good work!" Warren Solomon, Missouri Dept. of Elementary and Secondary Education

4. "I thought the acting was better in program 2." John Hail, Indianapolis, IN

5. "In the second decision tree, I had to listen to it twice before I knew why two frowning faces appeared. The two negatives are given in one sentence so the two faces appear almost simultaneously." B. Meszaros, Delaware Chapter for Economic Education

6. "appropriate length" Jean Boucher, Rhode Island Center for Economic Education

7. "Program was well done. Additional breaks might allow extra discussion. The break logo is easy to miss if there is any class confusion. Perhaps add an audio signal too!" Joel Hausler, Tennessee Council on Economic Education

8. "I thought the chase at the end was a little silly. Perhaps dividing the sandwich into parts and giving each person a part would be a 'non-example' of scarcity" Dorris Ketteman, Texas Education Agency

9. "Since parents parted with at least $200 for new pre-cut plywood, discussion of what the family gave up is worth including." William C. Kerby, California State University, Sacramento

Teacher's Guide for Lesson#2: 'Opportunity Cost'

Question Twenty-five: Is the amount of material in the draft guide for Lesson 2, 'Opportunity Cost,' adequate for the lesson?

1. "see comments on Scarcity" Michael Kuhn, Florida Dept. of Education

2. (yes, adequate amount of material) "But consider carrying out the comment I made in response to Item 10. Teachers need to know what activities are optional and need to be encouraged to make their rational choices on what activities they will choose to use." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

3. (no, too much material) "same as for program #1. I suggest fewer activities. Keep those of high interest that are short and are specifically tied to program." B. Meszaros, Delaware Chapter for Economic Education

4. (no, too much material) "some lessons, or parts of lesson could be eliminated (i.e., Activity 13 does not teach that the opportunity cost would be the next best alternative. The center eliminated was probably the least favored alternative of the students, so they wanted it eliminated." Jean Boucher, Rhode Island Center for Economic Education

5. "Almost too much! Some of the lessons in language arts, #22 for example, reach too fat to be included. The activity is good and does cause students to make a choice but just does not seem to fit. #23 also" Joel Hausler, Tennessee Council on Economic Education

Question Twenty-six: Is the material in the guide written at an appropriate level for second- and third-grade teachers?

1. "same as for scarcity" Mary L. Collins, LeMoyne College, Syracuse, NY

2. (yes, appropriate) "Explanation are easy to understand." Cheryl Allen, Wichita, KS

3. (yes, appropriate) "Could be used in grades 4–5" Dorris Ketteman, Texas Education Agency

Question Twenty-seven: The guide contains a number of activities designed specifically to extend the lesson into language arts. Are these activities effective?

1. (definitely) "Minor suggestion: **Anto-Nym** could have a frown if he is disagreeable." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

2. (probably) "Many activities are too long and it's not always clear how they relate to or reinforce the concept in the video, i.e., building on facts and opinion seems to be stretching to fit. To be fair this is more a problem with scarcity." B. Meszaros, Delaware Chapter for Economic Education

3. (probably) "Activity 20, #15, would probably be perceived as a fact by second or third graders. Activity 22, sexual stereotypes." Jean Boucher, Rhode Island Center for Economic Education

4. (probably) "Objectives will be teacher-defined and the suggestions re flexible. Children can adapt 'grandmother packed her trunk' formula to the playhouse where alphabetization helps children to memorize what items are placed sequentially in the playhouse (e.g. like Simon Says sequencing)." William C. Kerby, California State University, Sacramento

Question Twenty-eight: The guide contains a number of activities designed specifically to extend the lesson into mathematics. Are these activities effective?

1. (probably not) "The time activity was well done. I think it would be a useful lesson—one to be repeated. Activity 17— I can see what is to be accomplished is language arts, but the real math objective escapes me. Activity #19 seems to deal more with nutrition. The last paragraph seems to be an add-on. What's its purpose?" Cheryl Allen, Wichita, KS

2. (definitely) "Our department's math consultant looked at the math lesson. Her comment: 'Looks good.'" Warren Solomon, Missouri Dept. of Elementary and Secondary Education

3. (not sure) "Activity 15, why not use a real ruler?; Activity 18, opportunity cost is not clear as next best alternative; Activity 19, why measure water before food choices? Lunchbox too small for pictures; Activity 23, multi-step math and dividing fractions inappropriate for grades two or three." Jean Boucher, Rhode Island Center for Economic Education

4. (definitely) "Handout 5—need to clarify why if **space** is scarce, the couch must be exactly 9" wide, why not 4"??? Perhaps you could add the statement that 'the kids want the most possible seating that will fit in a 4" space, so the want the biggest possible couch.' Minor—Handout 5 refers to the 'couch **needed** in the clubhouse,' but it is not clear how much they **need** it. Econ deals with **wants**; we are **funny** on needs." Bob Harris, CA State Department of Education

5. (not sure) "Limited" Walter A. Verdon, Wright State University

6. (probably) "Use of math is very basic but does require mix of language and math skills" Joel Hausler, Tennessee Council on Economic Education

7. (probably) "Page 35, extend lesson to 'scale drawing.' Have 1" = 1' in modeling couch placement in clubhouse." William C. Kerby, California State University, Sacramento

Question Twenty-nine: Overall, will the guide material help second- and third-grade teachers to use student program #2, 'Opportunity Cost,' effectively?

1. (maybe) "I think the math skills need to be strengthened. Teachers must see the usefulness of each lesson. Time, as we know is scarce, and teachers have more to do in a day than ever before, so whatever is done in this unit must be seen as relevant." Cheryl Allen, Wichita, KS

2. (definitely) "if the teacher reads the activities well and makes judicious choices" Warren Solomon, Missouri Dept. of Elementary and Secondary Education

3. (definitely) "These is plenty to choose with all the choices" Joel Hausler, Tennessee Council on Economic Education

Question Thirty: What other comments, concerns, or suggestions do you have for the Lesson #2, 'Opportunity Cost,' draft guide ?

1. "Most teachers at the elementary level (in our state) our aware of the importance of economics at the primary and elementary level. Thus, the program should be well received." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

2. "the language arts lessons were stronger than the math lessons Reworking/adding to some of the math lessons will make them more valuable to teachers." Cheryl Allen, Wichita, KS

3. "Again, make prices realistic. One can't buy a candy bar for .25¢." John Hail, Indianapolis, IN

4. "Cutting down the number of activities. For example, is activity 16, p. 37, critical?" Danielle Friedenberg, Maryland Instructional Technology

5. "The skills matrix does not have a source. Is it geared for grades 2 and 3 or for students aged 7–10? Is this package for 'primary grades' or ages 7–10 (grades 2–5)." Jean Boucher, Rhode Island Center for Economic Education

6. "Excellent—very well done" Bob Harris, CA State Department of Education

7. "Cooperative learning is effective" Dorris Ketteman, Texas Education Agency

8. "The 'light side' sandwich snatching episode is a nice touch. It adds depth to the relationship between kids and ECON." William C. Kerby, California State University, Sacramento

Brochure Copy

Question Thirty-one: Does the copy adequately represent issues and concerns facing an elementary school teacher who is considering teaching primary economics?

1. "On panel one, the objectives should includes; enriches and extends skills on language arts, mathematics, and problem solving." Polly Jackson, Arkansas State Council on Economic Education

2. (yes) "Reinforce concepts through a variety of approaches; all children should be able to understand" Dorris Ketteman, Texas Education Agency

3. (yes) "In-class extensions of Scarcity could experiment with sample prices of hats/cookies to emphasize the fact that one consumer doesn't necessarily want one item. Also non-price solutions, including the opportunity of an elder (dictator) could 'solve' allocation dilemmas." William C. Kerby, California State University, Sacramento

Question Thirty-two: Does the copy depict the series as instructional content that is important for the target grades?

1. (yes) "Panel 2, paragraph 2—excellent" Cheryl Allen, Wichita, KS
2. (yes) "it might be a good idea to write an intro relating teachers need to decision making skills. Question is who taught them—probably no one. This justifies need for teaching elementary students" Joel Hausler, Tennessee Council on Economic Education
3. (yes) "Panel one says this is for 7–20 year olds. The materials are geared for 2–3rd grades. We have 10 year olds in grades 4–5" Dorris Ketteman, Texas Education Agency
4. (yes) "Lesson 1's brochure should de-emphasize what the resources are and emphasize the notion that they are necessary inputs in production. The carton representation handles the problem neatly—wood, trees, workers. On #3 forthcoming—Consumption (and other uses of income) should include taxes to foster a link in the students' mind that taxes don't just go down a black hole." William C. Kerby, California State University, Sacramento

Question Thirty-three: Does the copy convey the notion that the series can be implemented easily?

1. (yes) "yes, without formal training" Mary L. Collins, LeMoyne College, Syracuse, NY
2. (yes) "It almost seems like information overload to me." Michael Kuhn, Florida Dept. of Education
3. (yes) "Explaining that there are two instructional video tapes for teachers will alleviate fears of a reluctant teacher." Cheryl Allen, Wichita, KS
4. (yes) "Looks very good. I would change the statement: 'When mom and I run out of money, the machine in the mall makes some for us.' NEW: 'When mom and run out of money, the bank machine makes some more for us.'" John Hail, Indianapolis, IN
5. (no) "Promo video, or teacher video can do that. Not much in written brochure convey ease to teachers with an already crowded schedule. Leave part of the selling job to state councils and centers for economic education" Joel Hausler, Tennessee Council on Economic Education

Packaging

Question Thirty-four: Is the prototype packaging (the box) appropriate?

1. (no) "I am answering for Florida only. We won't use the boxes, so I would like to see the resources diverted to something else." Michael Kuhn, Florida Dept. of Education

2. (yes) "This is exactly the kind of packaging needed. It's self-contained so there aren't extra pieces to keep track of, and it fits easily on the shelf." Cheryl Allen, Wichita, KS

3. (nothing checked) "I'm confused about the circles above the smiley face—does it represent diminishing resource, i.e., Scarcity. Before with ***Trade-offs*** and ***Give & Take*** the logo was quite clear" Joel Hausler, Tennessee Council on Economic Education

4. (yes) "It's beautiful and functional in transporting and storing." William C. Kerby, California State University, Sacramento

5. (yes) "Excellent" G.F. Draayer, Idaho Council on Economic Education

Overall

Question Thirty-five: What other comments, concerns, or suggestions do you have for any of the components?

1. "Fine job—and greatly needed!" Mary L. Collins, LeMoyne College, Syracuse, NY

2. "The material appears to be well-prepared. If the reactions of the 150 second graders who watched the tape and reacted to follow-up discussions are a true sample, the program should be well-received by teachers and students. More time is needed to fully assess the teacher's guides. I need time to actually try thew various activities to comment on their usefulness/appropriateness. Overall, they look good. Thank you, the program will be an asset to our current curriculum." Doris G. Stevenson, Brandywood Elementary, Wilmington, DE

3. "Of all the preliminary materials I have previewed, these were among the best. The content is not an area of expertise for me and materials developed for primary grades are usually my least favorite. I feel like I learned two concepts and I wasn't bored with the programs. I want to see the rest of them." Michael Kuhn, Florida Dept. of Education

4. "I'm looking forward to the whole package. Teachers have been needing a good primary source for a long time. I appreciate the hard work that has gone into this project. Writing companion lessons is a difficult task." Cheryl Allen, Wichita, KS

5. "I am pleased with what you have produced. These materials will be useful in Missouri's economic education program." Warren Solomon, Missouri Dept. of Elementary and Secondary Education

6. "The programs look very good. Any concerns I have would center around the adaptability of the activities to elementary classrooms. Personally, I don't know how effective they might be." John Hail, Indianapolis, IN

7. "On Panel One: Provide a brief description of the video programs for the teachers. 'Two 20-25-minute video programs for teachers summarizing the programs and demonstrating how they can be used.'" Danielle Friedenberg, Maryland Instructional Technology

8. "I just find the two programs very dull. They lack zip! I don't think primary kids will like these programs. Even the music is dull! ***Trade-offs*** is far more exciting! Why not little kids in the script? Snappy music. More color and broader settings! Less econ jargon, more examples. I would not use these programs in Alaska as they are currently constructed. Alaskan kids would tune-out!" Monica Thomas, Alaska Council

9. "I liked the shows, the simplicity, fun things incorporated in fun ways. Kids were the main problem. I know it's difficult with kids, but these kids are bordering on obnoxious, they're almost belligerent. Maybe they could be softened a bit. Guide needs to be cut. Opportunity cost program wasn't as child-oriented at the beginning, but then got there as it went along." Ruth Vernon, TV-Ontario, [phone interview]

10. "I'm concerned over the format of the guide. As I stated, I find it frustrating to follow. Also, I feel strongly that fewer activities should be included." B. Meszaros, Delaware Chapter for Economic Education

11. "Try to keep the brochure as simple and as brief as possible. Your target audience is bombarded daily with print material for perusal." Jean Boucher, Rhode Island Center for Economic Education

12. "None—nice package that fills a real gap in the economics curriculum. Great job!" Bob Harris, CA State Department of Education

13. "I would prefer the brochure minimize the term economics—at this level teachers do not think about **economics** but of decision skills, etc." Ted Scheinman, OR Council on Economic Education

14. "Quite satisfied, previewed/critiqued materials with 17 educators" Walter A. Verdon, Wright State University

15. "I think the tape and guide are well done. The concepts are explained and reinforced. I would extend the use from grade 2–5. Even older children (especially slow learners) in junior high could benefit" Dorris Ketteman, Texas Education Agency

16. "Good job—grabs student interest!" William C. Kerby, California State University, Sacramento

17. "In trying to get a real live experiment, I was delayed in returning this questionnaire. The videos presently in use on a pilot. I shall try to forward additional thoughts when the video and an assessment is returned to me. From my perspective, the product is excellent and I expect it will be well received by teachers and students. I'm looking forward to seeing the next two film s. Meanwhile I shall return additional information ASAP." G.F. Draayer, Idaho Council on Economic Education

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